

The School Executive

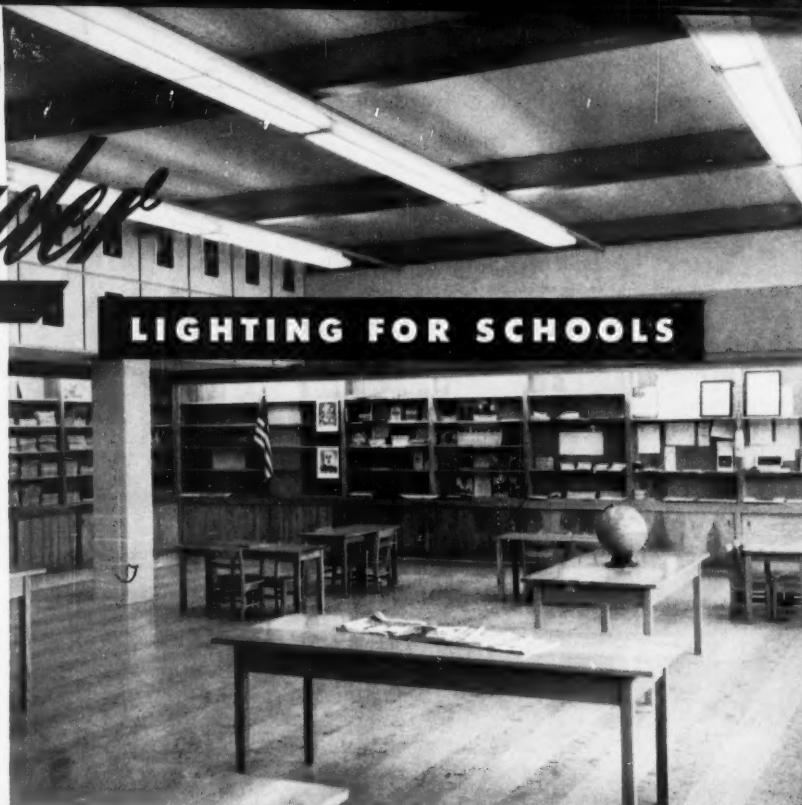
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The School Executive

DECEMBER 1952

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EDITOR, WALTER D. COCKING

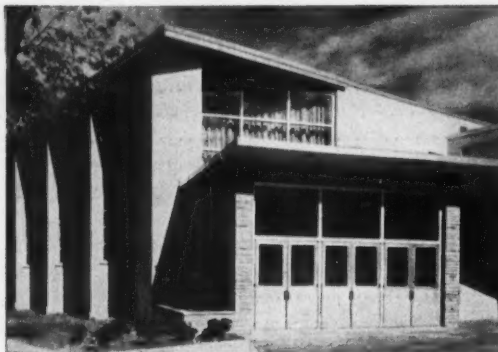
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The

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Preview for January

IN 1951, THE SCHOOL EXECUTIVE sponsored a competition among schools on community improvement. The awards of the judges and a description of the materials submitted appeared in the March, 1952, issue and excited a great deal of interest. As a result it was decided to devote the January, 1953, issue entirely to the theme "How Schools Help Improve Communities."

The January issue is based upon materials involving all the 48 states. These materials cover many and varied fields, showing how schools are helping in almost every form of community development. The materials indicate that many communities, irrespective of their size, wealth or location, are helped by their schools to become better places in which to live. The programs describe projects in health, sanitation, citizenship, international relations, broadening the economic base of the community, getting along with other people, beautification and recreation and other important phases of community life.

This issue of THE SCHOOL EXECUTIVE is probably the most important we have ever presented to our readers. It should be read and used. It should serve as a basis for workshop and forum discussion in every community.

Sincerely

Walter D. Cocking

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Schools in 1952

NINETEEN hundred and fifty-two was an exciting and important year for schools. Many problems and issues were confronted and constructive advances in several sectors were consolidated. It seems appropriate in this last month of the year to take a look in retrospect, to consider soberly the tasks which remain uncompleted and, at the Yuletide season, to give thanks for the successes achieved.

The past year might be described in contrasting terms. To some it was a year of fear. To others it was a year of vast opportunity and great hope. Various citizen groups and some school people viewed with alarm the school situation as they saw it. Undoubtedly much of the suspicion and criticism directed at schools was a reflection of people's feeling of insecurity in a troubled world. These people seemed to want schools to return to the form and substance of the past when schools operated in a very different and much simpler social setting. Such people asked for greater emphasis on the 3 R's and non-debatable subject matter and increased attention to formal discipline. Apparently they wanted to set the school apart from the realities of the present. These people, if their stated views are to be accepted at their face value, desired a school whose program they must approve and whose teachers would follow directions without question.

THE vast majority of lay citizens and teachers, however, had a very different conception of their school. They, too, wanted the 3 R's and other so-called fundamentals taught ably and well. But they wanted much more. They believed their school should help boys and girls and men and women learn how to get along together. They wanted their school to teach about the scientific environment in which they live. They believed schools should teach about the peoples of the world and their relationships. They believed that schools should attack the problem of delinquency and do something about it. They thought their school should help directly to make the community a better place in which to live. They believed that schools are for adults as well as children and practical programs must be arranged to this end. They desired that schools be more realistic and less theoretical, more practical and less abstract. They endorsed programs designed to teach our way of life, to develop good citizens, to withstand ideologies contrary to ours. They were sure the schools should be a chief bulwark in accomplishing such ends.

Among the chief problems and issues that the schools faced, the following were general and important throughout the nation. Almost every community was faced with the urgent need for additional school plants. Expanding

enrollments, continuing inflation, tax limitations and increasing competition of tax-supported agencies for the tax dollar kept the problem of needed revenues for schools to the fore.

Another issue dealt with the state's role with respect to schools. Such questions as the extent and character of the state's responsibility for financing, programming, organization and operation received further study and consideration in many sections of the country. A continuing problem in 1952 and affecting all of the states was the scarcity of qualified and competent teachers and administrators. No early solution for this problem was in sight anywhere. Related to this problem was growing concern as to how best to prepare teachers for today's needs.

THIS year also witnessed specific attention directed at the character of the secondary school. Its organizational structure and its program are receiving consideration. Then, the problem of what citizens committees should do and how to help them with sound procedures was important in every section.

Some problems and issues involved both judgment and emotion. For instance, what and how to teach about relations with other countries and international organizations came to be an acute problem in several communities. In fact, how to secure emotional stability and a climate in which it could flourish gave administrators and teachers a tough assignment everywhere. Finally, 1952 was a year which demonstrated both the need and value of good educational leadership.

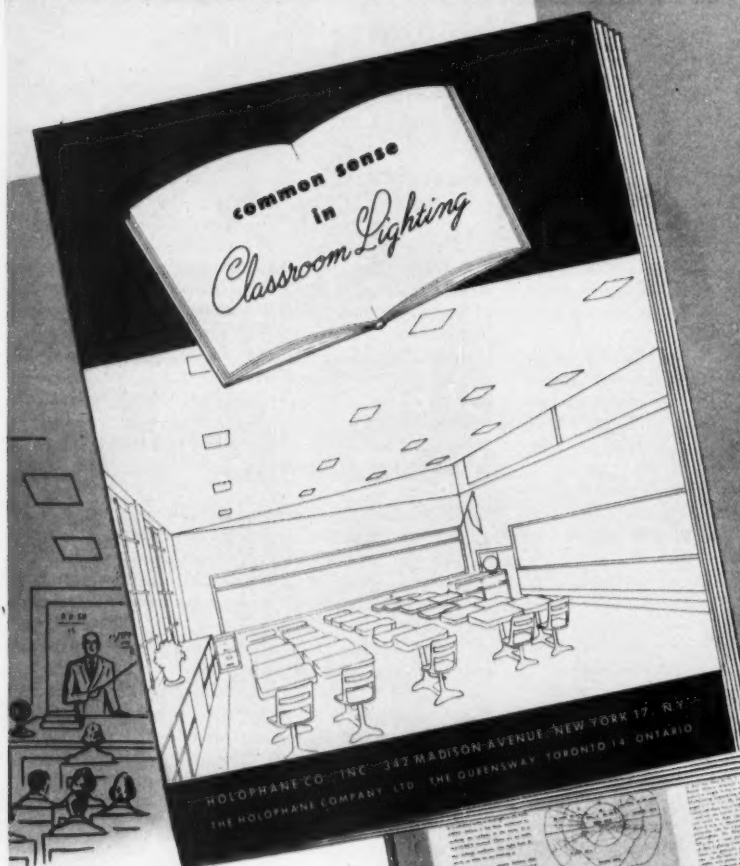
In spite of a complex and disturbed situation at home and abroad, a great deal of solid achievement can be marked up for our schools in 1952. More school plants were constructed than ever before and they were the best we have ever designed. There was a greater and more intelligent participation by lay citizens in more and more communities. State financial support was greater and more wisely distributed than in any previous year. More attention was devoted to the special needs of the handicapped. Greater attention was devoted by teachers and lay citizens to developing sounder instructional programs. The great teaching organizations of the world came together in one world organization. Philanthropic foundations and other agencies provided large amounts of money for study and research on various pressing school problems. A number of important television channels were allocated for exclusive educational use. All in all, at this Christmas time the friends of the schools can take pride in the accomplishments of their schools in 1952. They can look forward to the solution of other problems. They can praise God and lift their thanks for the many blessings bestowed upon them.

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Keynotes

School Cafeterias and Local Restaurants

IT SEEMS STRANGE that a community that has clean, sanitary, healthful cafeterias in the schools can also have unclean, insanitary and health-destroying restaurants, even on its main street. A program of cooperation in which schools, health department and restaurants cooperate would do much to raise the standards of the lunch counter and restaurant business of the country.

Such a program would include:

1. The requirement that all restaurant and counter managers should be trained for their jobs. This the school department with its professional director could well undertake.

2. Every employee of a commercial eating place should be required to have had a course in training for his or her work and should have a certificate to show.

3. The Health Department should set up standards for all food handlers, including simplicity and immaculateness of outer garments; cleanliness of hands, fingernails and general person; adequate provision for washing hands and storing street clothes, and sanitary toilets.

4. The Health Department inspection should be rigid and cover adequacy of all cooking and refrigerating equipment, general sanitation of the entire layout, in kitchen and in the dining space.

5. Health Department and school cafeteria workers should freely give advice on improved methods of management regarding food preparation, handling and service and on the appearance and equipment of the public dining areas.

America's restaurants and lunch counters should set high patterns which the world might imitate. America's school cafeterias have moved far toward setting superior standards in their fields. This editorial is built on a desire that when children leave school and eat away from home, the fine standard of the school cafeterias will be reproduced for their enjoyment and use in the public eating places of the country. The public investment made in school cafeterias should not be used only for the luncheon service of children. The improvement of community kitchens and dining places may well be another aim of the cafeteria. The result would certainly be better community health.

W. G. Carr's Inauguration

THE EXERCISES ARRANGED for the formal induction into office of William G. Carr as executive secretary of the National Education Association were dignified, pleasing and most fitting. Without excess emphasis on formality or celebration, or trappings of any sort, the occasion served to fix attention on the importance of the office of executive secretary of the largest organization of teachers in this country. The occasion provided an opportunity for sober consideration of some of the problems facing education in these times. Those

responsible for the planning and arrangements of this event are to be congratulated.

What Is a Consultant?

MANY SCHOOL SYSTEMS throughout the nation have used or considered using educational consultants. Many members of private organizations, college and university staffs, state departments of education and local school system staffs have served as consultants either on a specific problem or on a variety of problems.

Some consultants prefer to serve as experts who operate alone or with similarly-minded experts. They come in with their own special techniques, analyze the problems and give out the answers. They are the oracles who know what should be done and how it can best be done. Many school systems feel safer when they have an "oracle" or expert to consult from time to time.

Other consultants may likewise serve as experts but in a far different sense. They visualize the consultant's responsibility, in the main, as helping people grow in ability to discover and analyze problems, to work out satisfactory solutions and to put those solutions into successful operation. They measure the success of their work by the progress of the school system in working out and implementing sound solutions to their problems. During recent years more and more school systems have sought to use this type of consultant service.

The time has arrived for all of us to take a good look at the problem of the consultant. We undoubtedly need consultants, even more consultants than are available at the present time. We need consultants who have an expert knowledge of their fields. Above all, however, we need expert consultants who are sincerely interested in helping school personnel to develop more effective ways of working together so that they can discover, solve and implement the solutions to their problems through cooperative effort.

E. L. Morphet

Good Enough for Grandfather, but . . .

IN DAYS GONE BY, one heard frequently the remark, "What was good enough for our grandfathers and our fathers is good enough for our children." Through some vague reasoning, this statement was applied to school buildings. While it was being uttered, the horse and buggy were being supplanted rather universally by the motor car, the coal stove in the living room gave way to centralized heating for the entire house, the Welsbach gas mantle was being supplanted by what has come to be the Mazda bulb and now today even the dishpan is being supplanted by the electric dishwasher. Even the simplest home has its highranging television antennae and the percentage of families without the radio must be small, indeed.

Folks do not rely on this old defensive saying anymore. They do not want to apply it to themselves and certainly have forgotten to use it in connection with school build-



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ings. Witness the constantly expanding construction of beautiful, yet simple, new school buildings throughout the country. Communities are bonding themselves for programs of school-building aid. State sales taxes are used for distributive aid to local areas. Citizens' groups are approaching their communities' financial bodies to plead and argue for new and better schools. People have different ideas. In increasingly larger numbers, they maintain today that the best schools in the world are not too good for their children.

The Overlooked Visual Materials

MANY SCHOOL SYSTEMS spend considerable energy and money to locate good visual materials and make them available for instructional purposes. Well and good, and let's continue such efforts. At the same time, are we using the valuable visual materials found in every community?

All will agree that the actual material is better for instructional purposes than a picture or description. Here is where the thousands of visual materials of a community are important. Soil, rocks, vegetation, water, erosion and clouds abound everywhere. Machines simple and intricate are found in every community. Woods and minerals of many kinds are available. Samples of products produced in a community make invaluable instructional material. And maybe *people* above all else are the most important visual materials of them all.

A little ingenuity, some effort and a real desire to use the materials of the local community will provide any school with a large and constant supply of the best visual materials it can find. Best of all, such a laboratory of materials is never exhausted and never gets out of date.

Can You Teach Democracy?

MUST AMERICANS be indoctrinated in order to believe in democracy and our way of life? Or can beliefs about democracy be safely expected to grow out of each individual's opportunities to observe and live democracy? We believe in the virtues of our own way of life so thoroughly that we are convinced that those who have a chance to experience democracy in action will decide that is the way of life for them. We doubt, on the other hand, that deep belief in democracy can be achieved by simply telling others about it, regardless of how eloquently or frequently it is done. Of course, then, a heavy responsibility rests on those of us who would have others accept democracy to practice it intelligently and wholeheartedly and constantly.

"He Had Never Learned to Swim"

THE CANOE HAS TIPPED OVER. The next issue of the local newspaper tells the story—father and son drown. A sailboat has been caught without warning in the path of merciless winds. Searching parties find the bodies twenty-four hours later. Day after day during the summer months the press and radio carry such reports. "He had never learned to swim" or an equivalent observation frequently tells why the event has taken its death toll.

Teaching children to swim ought to be an active part

of every school system's program. The report of a year's achievement in every school system should recite with pride the growing percentages of children who before graduation have learned to swim. That school system is indeed wholeheartedly interested in the welfare of its children that stipulates "High School Diplomas are issued only when joined with a Swimming Certificate."

Safe Drivers for Safe Highways

IN TRAVELING TO school systems in many parts of the country we are constantly aware of great numbers of automobiles in use every day. Adults and children accept highways and automobiles as life's necessities. The question which we should like to raise is, "What are the schools doing to make universal use of the automobile safe and sane?"

The answer is that every high school student should be taught automobile driving. He must learn to drive with an understanding of the machine and an appreciation of the rights of others. A course in automobile driving, coupled with lessons and discussions on the associated technical and social problems, seems an absolute essential for every high school. A driving range and practice cars, with well-trained faculty members as instructors, should be included in this requirement. No board of education can afford to approve a budget lacking provisions for driver training.

Schools to the Rescue

ANTHROPOLOGISTS TELL US that there are two social groups which are universal—the family and the community. No other social group, not even the church or the school appears in as many as half of the known societies of the world. The family remains a strong institution in the United States, in spite of unfortunate enfeebling influences. On the other hand, the community is growing relatively weak, especially in the subdivisions of towns and cities. Something valuable and perhaps vital will pass out of American life if the community dies as a social institution. To rescue it from extinction the use of the school as a center of community life is needed.

Supervision

DO YOU HAVE A PROGRAM of "supervision" in your school system? Each year many more school systems provide supervisory services to improve the quality of instruction for children. To facilitate this work additional periodicals, resource books and conferences are being developed.

Frequently educational leaders lose sight of the primary goals of such a program. These goals must be to assist all members of the school staff to understand the development of children and youth and to provide more worth-while experiences for their own growth. Programs must be concerned actively with instructional problems. Techniques should be developed which are consistent with the goals. To remain on the "technique level," however, renders the program ineffective.

Is your school system one which talks a good supervisory program, or is it one that actively works on problems for the improvement of instruction?

BETTER DAYLIGHT EVERYWHERE

WITH "WINDOWS" IN THE ROOF



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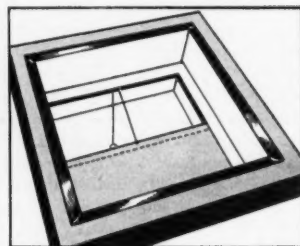
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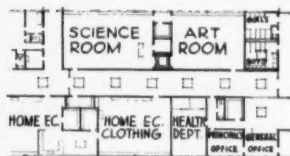
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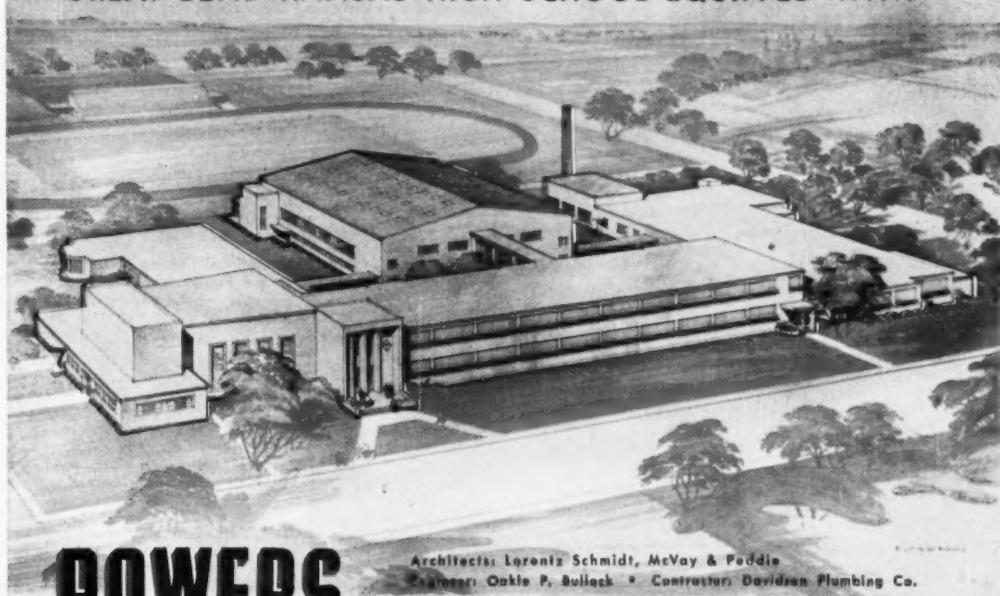
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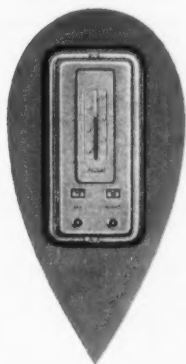
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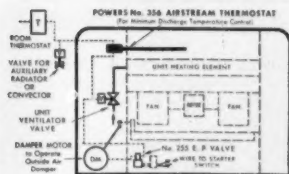
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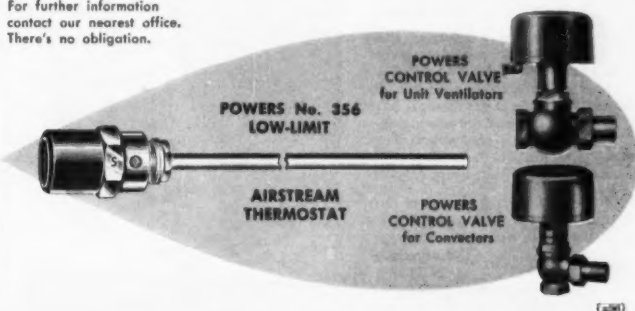
Simplicity and Continuous Dependable Operation of Powers unit ventilator control is due to the design of its Low Limit Airstream Thermostat. Since unit ventilators operate on minimum discharge temperature much of the time the following advantages are important:

1) Powers 2-line non-waste Airstream Thermostats have a graduated dial for ease of adjustment — also Adjustable Sensitivity for precise control.

2) With its ingenious non-waste double air valve mechanism there is no continuous waste of compressed air. It is not a "leakstat."

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THE SCHOOL EXECUTIVE FOR DECEMBER, 1952

Conference Calendar

*national meetings of importance
to those in the field of education*

DECEMBER

1-4, Annual meeting of the Association of Colleges and Secondary Schools for Negroes, Memphis, Tennessee.

27-29, National Council for Teach-

ers of Mathematics, Stillwater, Oklahoma.

29-31, Thirteenth Christmas Meeting, National Council of Teachers of Mathematics, NEA, University of Nebraska, Lincoln.

28-30, Annual meeting, National Business Teachers Association, Chicago.

JANUARY

30-31, National Citizens Commission for the Public Schools—Citizens' Assembly on Education, Denver Colorado.

FEBRUARY

2-6, Temple University Annual Reading Institute on Curriculum Approach to Reading Instruction.

8-12, Eighth Annual Convention, Association for Supervision and Curriculum Development, NEA, Cleveland.

12-14, Annual meeting, NEA Department of Elementary School Principals, Atlantic City.

12-14, National School Boards Association Convention, Atlantic City.

14-19, American Association of School Administrators, NEA, Atlantic City.

16-18, American Educational Research Association, NEA, Atlantic City.

21-25, Annual Convention, National Association of Secondary-School Principals, NEA, Los Angeles.

MARCH

5-7, National Conference on Higher Education, NEA Association for Higher Education, Chicago.

19-21, First National Convention, National Science Teachers Association, NEA, Pittsburgh.

APRIL

8-11, Thirty-first Annual Meeting, NEA International Council for Exceptional Children, Boston.

SE-7

School Boards are naturally interested in all things that will improve their schools. After consideration of proposed improvements, the budget is the factor in the purchase of new equipment. The Solar line of self-closing waste receptacles "belongs" within that budget.

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1A51

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Aluminum Window Manufacturers Association

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Sweet's (17a/ALU) or write to Dept. SE-12.

OUR SCHOOLS



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Next Month: Schools and Community Improvement

Do Schools Build Better Communities?

Citizens
desire
improvement

Potential
leadership
is present

WE speak often of education for life, "learning through life experiences," and of the public schools' prime purpose of educating young people to go into communities to live and work as mature, active, helpful members of community groups. We are, for the most part, well convinced that education in terms of life situations is as necessary as education in matters more academic. We are anxious that when our young people do become adult citizens of a community, they will contribute generously to its betterment. We hope they will want to work in civic groups which are planning and accomplishing good things. Alert school officials are working hard to develop this "civic consciousness" in young people.

Adult citizens too are searching for opportunities to be of service to their fellow men. They want to learn the skills of solving community problems and desire a stake in the destinies of their communities. They want to learn how to work cooperatively with other people and can if they are given the proper leadership and motivation, for when people share, people care—then democracy grows. The public school should capitalize on the desire of its citizens to improve their way of life.

All American communities are gradually changing to meet the demands of a technological era. We must cooperate with change and not fight it. Technological developments have increased the size and complexity of our communities so that today they have definite responsibilities which are local, regional, national or international in scope. People want to know how to live and work in this new evolving community.

Much potential leadership in every community is either dormant or frustrated. It is dormant when no opportunities are provided by any agency to awaken and strengthen leadership; it is frustrated when no democratic organization is at hand to satisfy the needs of the citizenry. The community inhabitants will care what happens when they share in the happenings.

Many citizens are skeptical, even scornful, when it comes to actual participation by the school in community projects. They revert to the more

JOSEPH B. GUCKY, Superintendent, ELIZABETH BROWN, Librarian, Stephenson Public Schools, and HERBERT M. COREY, President, Bank of Stephenson, Michigan.

OUR SCHOOLS

Cooperation
of
educators

Teachers
qualify
as leaders

Improvement
through
students

conservative thinking about education, and say that schools and teachers have one job: to educate children; they—or the children—have no business meddling in community affairs. These people are saying, in other words, that they support the theory but not the practice; that they believe in the learning but not in the application of it. Not just lay people alone take this view; many administrators, instructors and school board members share the same attitude. It seems quite evident that if the schools were able to work to the extent of their resources and capabilities, accomplishments for community improvement would be astounding.

Public school educators employ most methods which have to be used in working cooperatively with others in any plan of group education or group improvement. Good instructors are accustomed to working with people; they have been trained to watch for potential leaders and encourage their abilities and interests. They are skillful in helping others to direct and plan, and in producing the needed inspiration or solution when a problem is faced.

All sincere teachers have a strong interest in other people and a desire to help people. Most of them have an alert civic sense and active idealism, for teaching is truly a type of social work. The reward they find in it is the knowledge that they are assisting other human beings to prepare to live fuller, more rewarding lives.

Today's teacher often has an important part in the planning of his school's curriculum and program and in the forming of its policies. Sitting in on committees which do this kind of work, he learns to think in terms of the whole school body; he sees his own department as one unit of a school community composed of many units; he learns to contribute his share toward planning to respect the ideas of the other members. His experience in the kind of work gives him qualities and insights which are needed to work successfully with any group.

Consider the qualities necessary for cooperative planning on any community project, whether it be related to the educational, religious, social, economic or recreational life of the community. What must there be in order for men and women to plan and carry to completion such a project? First there must be the kind of leadership that will encourage responsibility in others. There must be expert, first-hand information or known sources of information about the subject being considered. There must be someone to encourage when the going gets difficult, to produce ideas when an impasse is reached, to dare to do new and different things of merit.

Many intelligent, capable teachers possess these qualities. For the most part they are interested—even eager—to put their capabilities to work for their communities and prove themselves valuable citizens.

School board members should be proud if some of their teachers are active in community work. They should realize that the person who is interested in things outside his work is a more stimulating, more interesting teacher.

In the work of community improvement, young people are too often overlooked. This is a mistake because boys and girls are eager energetic workers who often have original, helpful ideas which, with a little guidance, can successfully be put into operation. The community which wants to do something about recreational facilities, town beautification or traffic regulations would do well to seek the ideas of young people. Capable students ought to be given the chance to sit in on village council meetings and voice their opinions. If a program of community improvement is operated through various specialized committees, school students should have representation on those committees.

A classroom situation often provides the ideal arrangement for study and discussion of a community problem. Social science and speech classes, particularly, can do fine work with such projects. Furthermore, the value of their work is increased because they are dealing with real, not the-

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Help for
all
citizens

Development
in
Stephenson

Projects
for
communities

oretical, problems, and because they have a part in solving those problems.

Adults ought never to forget that young people are very much a part of the community in which they live, that they are interested in the things that go on in that community and that, for the most part, they have natures which make them eager to help better their community.

Citizens in all walks of life have specific reasons for improving the common welfare. They know what they want, but they don't know how to get it!

The farmer will listen to any plan that may improve his economic well-being. He wants to know more about soil conservation practices, soil analysis and testing, artificial insemination of farm animals, control of livestock diseases, marketing methods, and rural-urban relationships.

The city or village resident wants improved parks, more recreational facilities, city beautification, garbage collection and disposal, better street lighting, water fluoridation and better health facilities.

The businessman wants help in discovering industrial needs, better business surveys, improved fire fighting equipment and methods, and better systems of accounting and records.

The youth in every area are asking for more functional school curricula, twelve-month programs of recreation, modern libraries and improved facilities for social activities.

The housewife desires assistance with problems on child care, household mechanics, home and family relationships and food preparation and preservation.

Every community inhabitant has some definite need and will cooperate to some extent in a movement to satisfy those needs. The citizens have confidence in the public schools and look for leadership and guidance from them.

The elective and appointed officials of the community are anxious to serve the wishes of the citizens, yet they do not always have time to make surveys, collect data and interpret the facts on all community issues. They welcome the cooperation of the citizens and can be spurred to action when a representative group of citizens makes recommendations for improvements based on an objective study.

Many public school systems in the United States are meeting the challenge of citizenry by cooperating with the community to improve its mode of living. Through its Community School Service Program, the Stephenson Public Schools in Stephenson, Michigan, have initiated, motivated and cooperated with the community in over 125 projects in six years in all phases of living. For instance, the Community Services Problem-Study Committee, one of six committees, was responsible for organizing the Stephenson Development Corporation for studying available resources and encouraging their use. The Development Corporation was capitalized for \$50,000 by 39 local citizens. It has attracted an industry that manufactures rustic fence products from the local supply of cedar wood, most of which had no market. The manufacturing concern now employs approximately 30 full-time and 50 part-time workers. Its annual payroll will approximate \$100,000.

Stephenson's Farm and Land Use Problem-Study Committee was instrumental in organizing an artificial breeders association. In two years over 6,000 cows were listed in the Association and two men were employed full time to operate the program.

The Education Problem-Study Committee was responsible for encouraging the community agencies to provide library facilities. The library now has over 16,000 books and one book-mobile that serves over 200 families in sparsely settled areas on a door-to-door basis.

The Recreation Problem-Study Committee assisted the community in the development of a new athletic field and night-lighting facilities.

Many other communities are operating similar projects. It can be said that the quality of living in any community and the effectiveness of the

OUR SCHOOLS

School
is
strategic

Use of
school
building

Betterment
through
public schools

instructional program can be improved through a community school which is well organized, has capable leadership and which can provide educational and technical services for its people.

There is no set pattern of organization which will fit every community for developing and improving effective school-community relationships, but certain basic and fundamental principles will apply to any organization: The school-community plan for improving the quality of living must be organized to involve all educational, social, civic, economic and spiritual agencies in the community area in general planning; The organization must be open to any person who feels that he can contribute to the welfare of the group; The public school is in a strategic position to give leadership, technical advice and assistance in any plan for community betterment; The organization should consider all phases of living.

Organizations designed for community betterment suggest five steps in the solution of a problem: survey, study, plan, act and evaluate. Surveys are necessary to identify community problems. Study is indispensable to give priority to needs. Plans must then be made to inform the people of the need and how it can be answered. Action programs are developed to solve the problem. Constant evaluation must be made to assure that the community objectives are being met.

One of the primary functions of the public school system of today is to assist its community in improving its quality of living for all of the people. The educational staff of a community school is a community resource that is powerful and valuable. It must be utilized in any plan for community improvement and to train citizens for national and world citizenship. In order to assist the communities with the solution of their problems, the public school must be familiar with survey instruments and their use and technical assistance that can be secured from colleges and universities, state departments of education, state libraries, United States Office of Education, professional magazines, and communities which have experimented and tested techniques of community development.

One cannot assume that an organization will automatically involve people and produce good results. On the contrary, all participants must be motivated and trained for their job. Such training might include leadership training workshops on a local level, regional conferences and institutes for community betterment and planned visits to other communities that have been successful with projects in community development.

The school building is probably the best place to transact the business of community improvement. It has facilities and room to accommodate several committees meeting at one time. The schools' movie machines and projectors, recorders and loud speaker systems and library materials will likely prove useful for such work.

Many state departments of education, universities, colleges and federal agencies are prepared to assist communities with their organizational and operational problems. The University of Wyoming, for example, has a Bureau of Community Services which is designed to assist citizens in solving their problems on the local level. The Department of Public Instruction in Michigan has a department that provides consultative services to citizens on the local level.

The public school is equipped in unique fashion for the business of community betterment; it possesses the necessary personnel, technical knowledge, ability and equipment. The school is not usually, however, in a position to offer its services in leadership capacity for any program of community progress. Neither is it able, alone, to set up and operate such a program. It needs to be asked, and it needs to work cooperatively with citizens who are convinced of the value of the programs. School administrators and school board members can interest others in this type of work, and thus give their school an opportunity to show what a vital force it can be in programs of community improvement.

Announcing

The January Reference Issue of THE SCHOOL EXECUTIVE on SCHOOLS AND COMMUNITY IMPROVEMENT

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School superintendents, principals and their assistants study them for help in the work of the schools.

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Extra copies are ordered for distribution to board members and to the school staff.

In many communities, they are used to help inform the public on the work of the schools.

Colleges use them in their classes on school administration.

CONTENTS

Plan of the Issue.

The meaning of "Community Improvement".

Historical background of schools' contribution to community improvement.

School directed activities—Community emphasis in social studies, citizenship, resource use. Laboratory practices using the community. School civic clubs.

Non-school community activities—Development of community and school facilities for health, recreation, leisure time, employment activities.

School sponsored community activities for adults—Academic, non-academic, vocational, recreational, leisure time interests.

Business-industry-school cooperation.

"Big City Problem"—Demonstrations of neighborhood development.

Coordinated school-community program—The school as a center for small communities. Farm implement repair, locker plant, vocational agriculture, etc.

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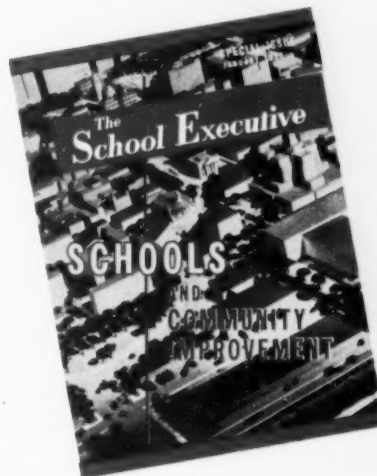
How a school which seeks to improve the community varies from a traditional school.

What the program of the school is like if its purpose is "community improvement".

What the school personnel does in a program of community improvement.

How improvement programs are initiated.

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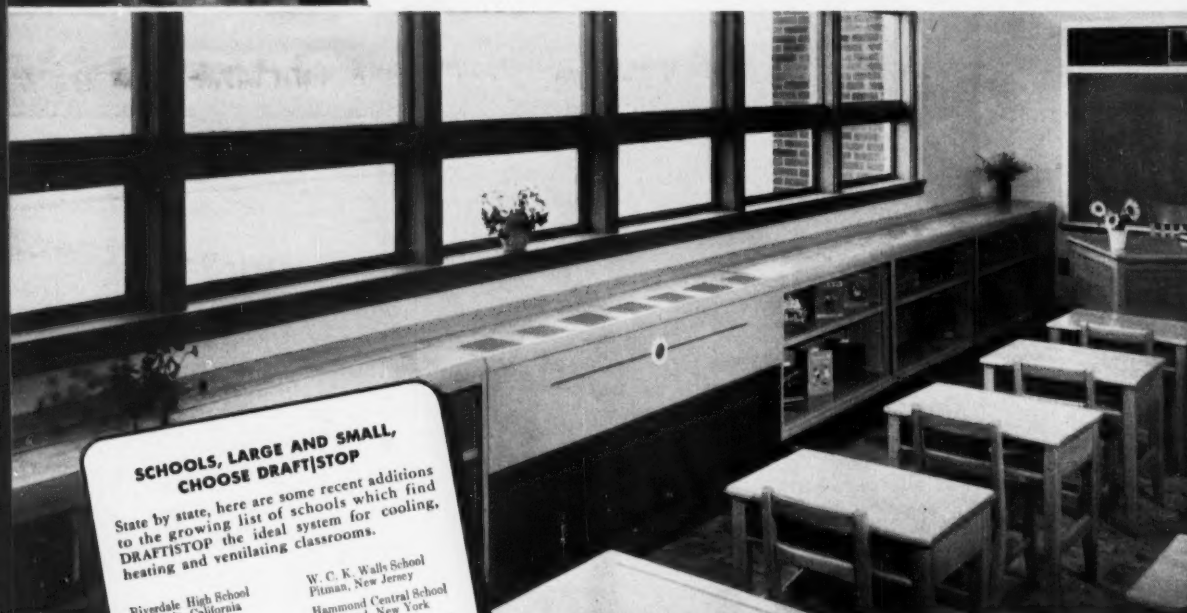
Schools used to

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Minneapolis, Minnesota

Clark School Addition
Webster Groves, Missouri

Big Timber Grade School
Big Timber, Montana

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Pitman, New Jersey

Hammond Central School
Hammond, New York

Huron Junior High School
Huron, Ohio

Administration Building
Board of Education
Ponca City, Oklahoma

Elementary School
Quarryville, Penna.

Wester Grade School
Yankton, South Dakota

Woodrow Wilson School
Salt Lake City, Utah

Crookman Elem'y School
Crookman, Virginia

Vocational School
Appleton, Wisconsin

In this classroom at Springettsbury School, the efficiency of DRAFT|STOP was demonstrated by a smoke bomb test. The engineer's report reads as follows: "Our test consisted of setting off one smoke bomb in front of the unit to show how the air is aspirated from the floor; one bomb at the grille along the window sill with the unit recirculating to show the pull down through the cold air slot; a third bomb outside the intake louver with the unit drawing 100% outdoor air to show the air pattern and complete diffusion in the room; and fourth, one bomb along the grille at the window sill using 100% outdoor air. This last was most impressive. The smoke poured out of the ventimatic as though the building were afire. When the smoke bomb was set off we opened the door to the corridor and the smoke leaving the ventimatic practically stopped. Then when the door was closed it started to pour out again. Proof of operation of cold air slot with unit on cooling cycle."

give me "cold feet"!



MEASURING HEAT GAIN THROUGH WINDOWS



1. The object on the tripod in each picture above is a directional thermopile. It registers on the direct reading potentiometer the temperature of what it "sees".

With the solar radiation blocked by the shield outside the window, the thermopile registers 52°F, which is the approximate sensible temperature of the glass surface itself.



2. The shield has been removed, and the thermopile, pointed at the western sky on a medium overcast winter morning, reads 80°F. It has risen from 52°F because of the "skyshine" streaming through the window.



3. The thermopile is pointed at the snow-covered ground outside and registers 84°F. No direct sunlight enters the window, but diffuse solar radiation from sky, clouds, trees, and grounds builds up the temperature.

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THE SCHOOL EXECUTIVE for DECEMBER, 1952

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The National School Chair is the only chair guaranteed for five years against any defect in materials or workmanship and any breakage, unless caused by willful destruction.

For information on the principle of modular coordination and the National Line of Modular School Furniture, write for our free catalog.



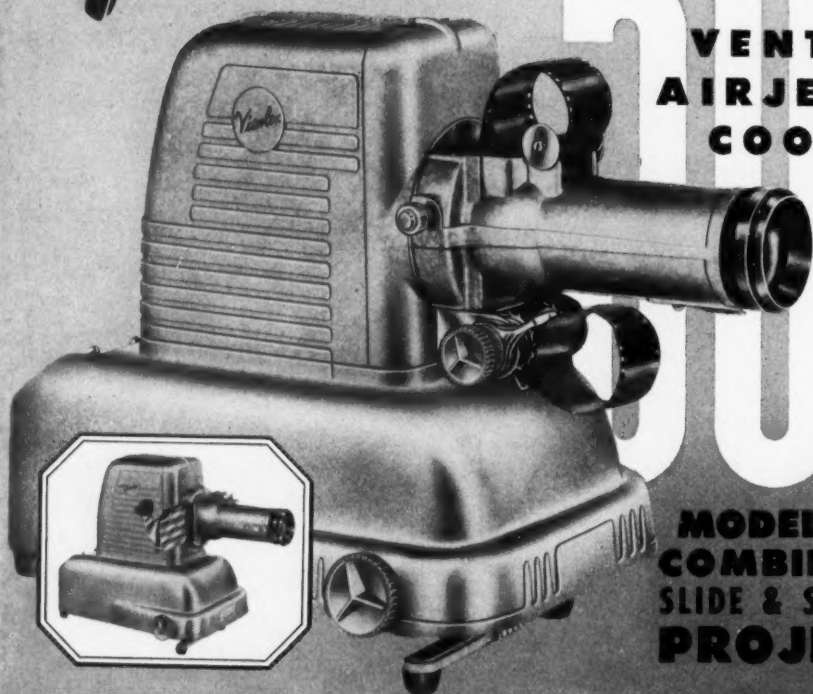
NATIONAL SCHOOL FURNITURE COMPANY

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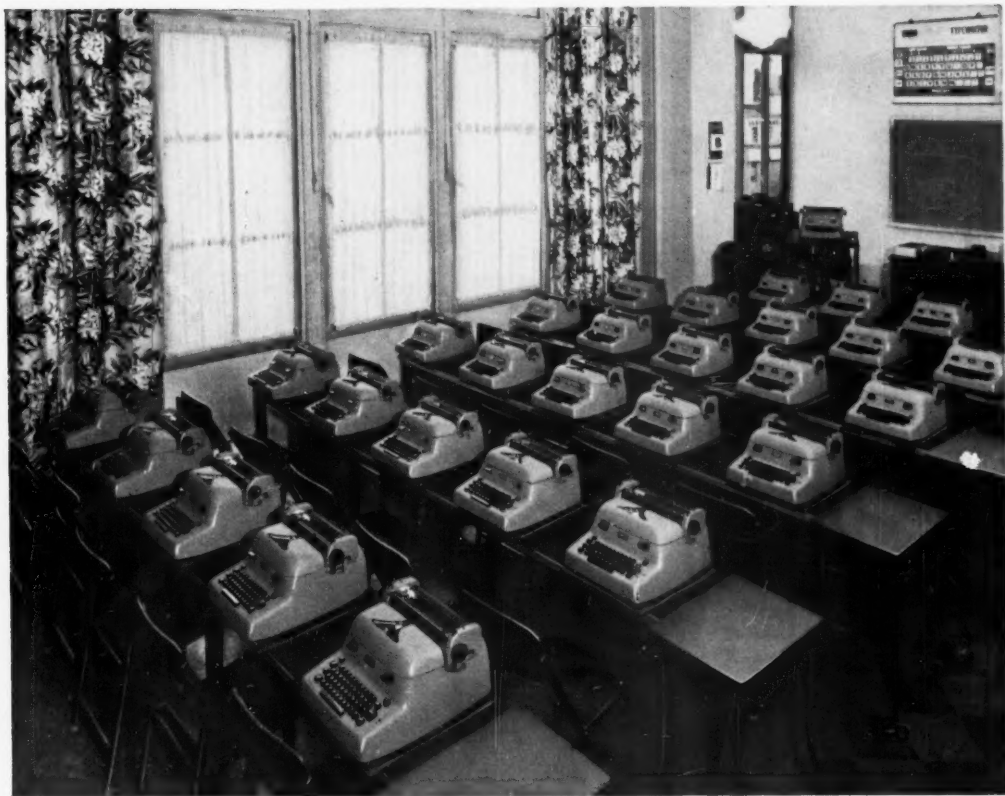
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Stark offers a wide range of colors scientifically developed to aid any school task. You can choose one color to improve vision in classrooms, others to create a bright, cheerful atmosphere in multi-purpose rooms or cafeterias. There's a Stark color for every school requirement.

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Prepared to help you and your architect use Stark Glazed Facing Tile to best advantage. Includes a complete color chart, construction data, details, sizes, etc. Just write us on your letterhead. Address Dept. SE-12.



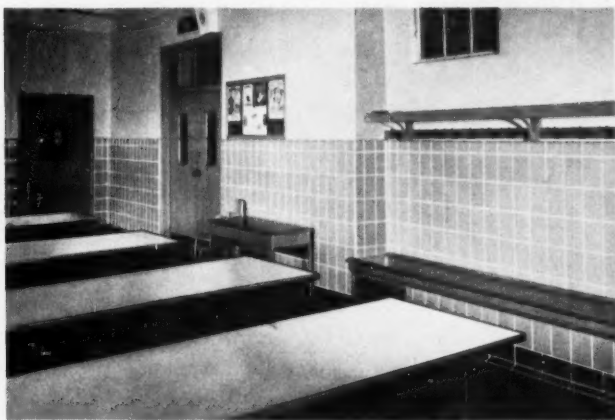
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every school building need

glazed facing tile



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ERIC KENSON, ARCHITECT

Stark Glazed Facing Tile in ocular green shade helps to keep this cafeteria clean, cheerful. (above.)

Stark's grey mottle color provides a durable, handsome finish in Public School 33 corridors. (right.)



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Johns-Manville FIBRETONE offers an acoustical ceiling which is highly efficient and modest in cost. It consists of 12" square panels of sound-absorbing materials in which hundreds of small holes have been drilled. These holes act

as "noise-traps" where sound energy is dissipated. Fibretone is predecorated, can be painted and repainted, and is available with a flame-resistant finish.

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For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. N.S., New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

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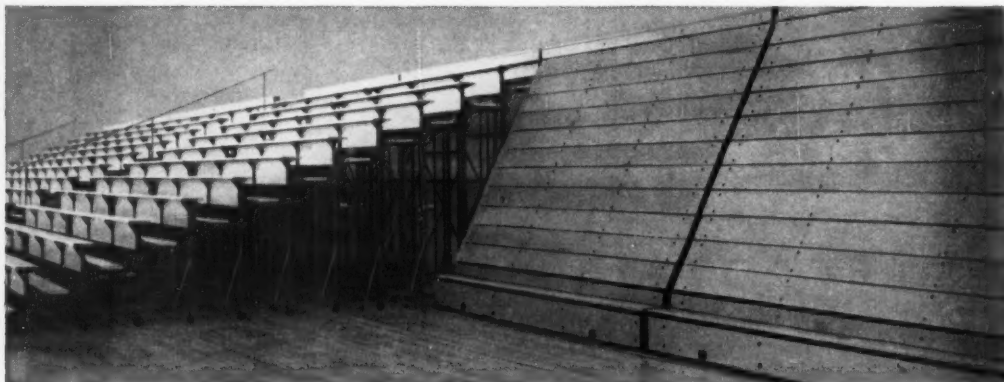
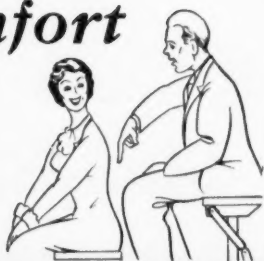
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Think of Spectators' Comfort

When Selecting Your Gymnasium Stands



Universal Roll-A-Ways Provide More Leg Room Than Any Other Leading Stands

When selecting or specifying gymnasium stands, it is quite natural for you to favor those which provide maximum seating in minimum space. But what about the spectators? Are you considering their comfort? Cramped seating facilities don't encourage big turn-outs for basketball games or other events.

However, this need not be a problem. With *Universal Roll-A-Way Stands* you can meet all demands . . . for comfort as well as maximum seating in minimum space.

Thanks to improved design and construction, Roll-A-Ways provide more leg room than any other leading stands. The extra distance from seat board to foot board (18½") and the centered position of vertical filler board beneath the seat permit every spectator to keep his feet and

legs in normal position (illustrated at right). Continual comfort is assured.

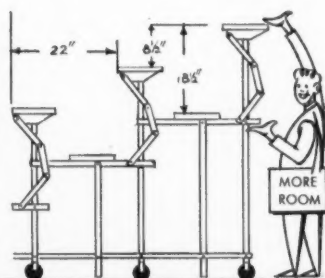
Universal Roll-A-Way Stands are engineered to individual specifications, fit any space, and afford perfect visibility. When not in use, they may be rolled back to the wall, opening approximately 70% more floor space for regular gymnasium activities. They are ideal for large capacity or small; neat and attractive; exceptionally strong and safe.

Investigate *Universal Roll-A-Way Stands* today. Write for catalog and list of installations. No obligation.

ANOTHER PROMINENT UNIVERSITY
SELECTS *UNIVERSAL* Roll-A-Way Stands
have just been installed in the large new
gymnasium at Vanderbilt University, Nash-
ville, Tenn. Another proof of preference!



Notice the natural, comfortable position of this man while seated on *Universal Roll-A-Way Stands*. The extra distance from seat board to foot board and the centered vertical filler board mean maximum space per spectator. See detail drawing below.



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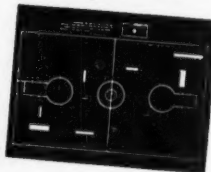
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Provides convenient check lists for necessary sports equipment . . . daily calendar . . . adequate memo pages. Hillyard will send it free on request.



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POLITICS



American democracy and its institutions possess a virility which withstands the terrific impact of partisan politics. Their programs—like our faith in them—are deeper and more stable than political passions.



Voluntary philanthropy is a taproot which feeds these permanent values which we cherish.

It is time for a renewed dedication to the support of our democratic processes.

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The Albany School — Tailor-Made for Texas

- building • Albany Public School
- location • Albany, Texas
- architects • Caudill, Rowlett, Scott & Associates
- contractor • Templeton & Cannon
- total cost • \$507,991

It was exciting to be on the inside at planning sessions when the Albany School Board and its architects set out to build as large, modern and complete an elementary school plant as a half-million dollar bond issue permitted. Now, in the five months that the plant has been occupied, the students and teachers have discovered that here is a school which not only looked promising on paper and sounded unbelievably ideal in shop talk, but one which actually fulfills all expectations.

Our school district covers 588 square miles of West Texas cattle country. Allotted a 15-acre site, Architects Caudill, Rowlett, Scott and Associates adapted their design to the character of our locale—where stinginess of space is unknown—and designed a building which spreads wide enough to avoid the evil of crowding, yet remains compact

CHARLES A. LINDSEY
Superintendent of Schools
Albany, Texas

enough for efficient administration. It also blends attractively with the mesquite-decorated landscape.

Grades one through eight are accommodated in twenty classrooms arranged in four "finger" wings spaced widely apart to allow for natural ventilation during the many hot school days in our climate. The classroom area is connected to the administration suite, the auditorium and the all-purpose area (gymnasium-cafeteria-social hall) by means of covered walks. Two covered playsheds and two playgrounds provide separate play areas for young children and older pupils. This spacing enables separation of the different age groups, while the auditorium, gymnasium and cafeteria facilities re-

main conveniently accessible to all.

Throughout the building all architectural features are scaled to children in compliance with Architect Caudill's basic principle of school design: A school house must be made for the children who inhabit it. An extraordinary feature of the classrooms is the low, 7½-foot ceilings.

Scaled for Children

We feel this gives the student the psychological factor of security and safety in an environment proportioned to his dimensions. These ceilings are alive with light. Constructed of "egg-crate"—a criss-cross of vertical one-by-fours painted white—the ceilings distribute light evenly over the rooms from a daylighted and artificially lighted attic overhead. Four-foot projecting overhangs prevent direct entrance of sunlight and eliminate sky-glare. Our school, we think,

is perhaps the only school in the nation with near-perfect integration of natural and artificial lighting.

Radiant Heating

Classrooms are radiantly heated by serpentine copper coils laid in the concrete floor beneath an asphalt tile surface. Thermostatically controlled, the heating system keeps the coils at 80 degrees during cold weather and assures warmth near the floor. Classroom furnishings include built-in work counters, storage cabinets, movable bookshelves and sink. A teaching center comprises a desk, corkboard and chalkboard. The back of the chalkboard is a tackboard for stu-

dent displays, and the whole unit, set a few feet from one wall, partitions that end of the room into a student cloak area.

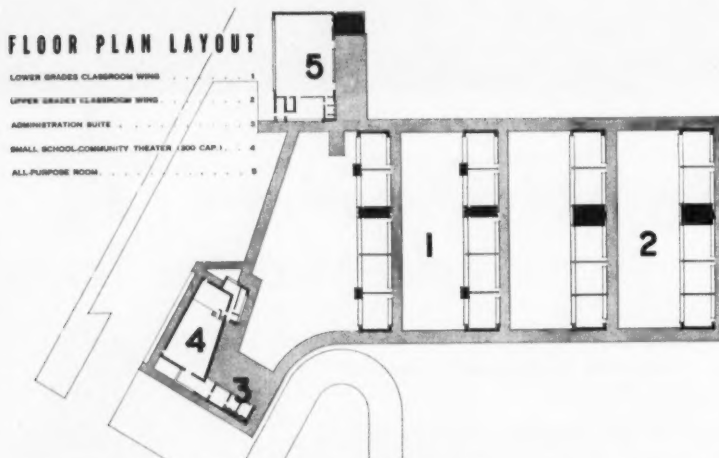
Focal point of the school plan is the administrative-auditorium unit located between the street and the classroom wings. A circular drive brings buses into safety from the street and unloads the children in the shelter of a large covered playshed.

View from Offices

The reception office, principal's office and teachers' lounge, all furnished with toilet and storage space, form one of the protecting sides of the playshed. Through the glass wall

of the offices there is a view of nearly the entire school and its grounds.

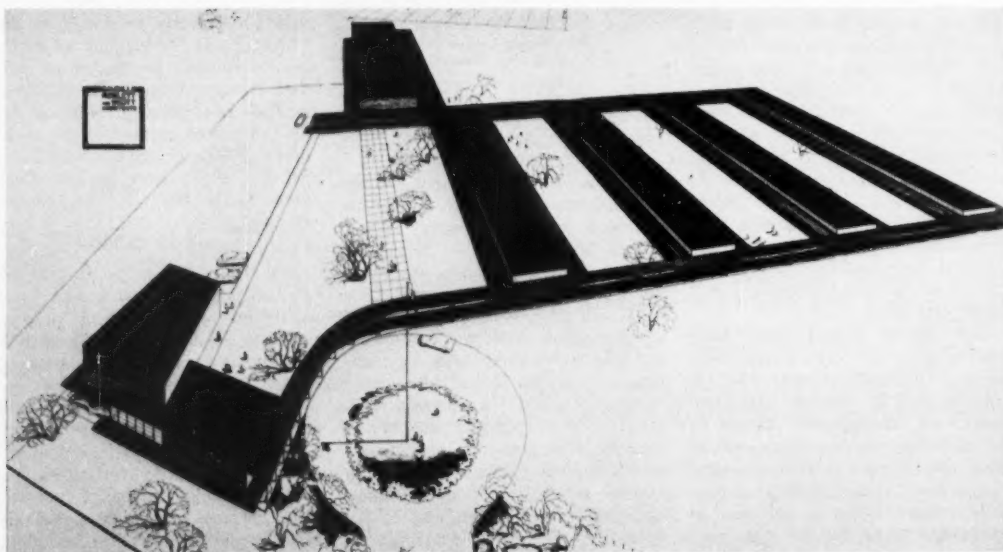
A change of attitude and a definite revitalization in both teachers and pupils were easily perceived when the elementary grades moved from their former old buildings to the happy atmosphere of the new structure. Enthusiasm remains high because the building offers so many aids to good teaching and comfortable living. And we know that as our school system grows we can add another wing of classrooms and still not be crowded. We—teachers and taxpayers both—feel that in our school we got more than our half-million dollars worth because we have a tailor-made school.



At left and below: floor plan layout and architect's rendering.

On facing page: outline of educational needs of the Albany School and architectural fulfillments.

On following pages: a photographic trip through Albany School.



educational needs

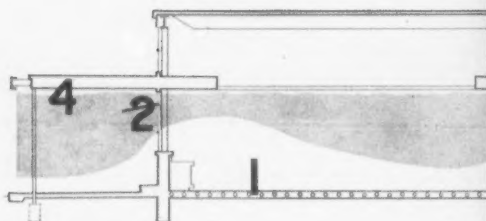
- The nature of the school district—an extensive area with scattered school population—virtually necessitates housing grades 1 through 8 in the same school plant. Such an age group spread presents a major educational problem.
- Anticipated increase in enrollment may require future expansion of the school plant.
- Educational program provides curricular enrichment and community service through student assemblies, town meetings, student plays and musicals, town pageants, civic fine arts and athletic opportunities for students and adults alike.
- Educational program is not dictated by fixed schedule of classes but recognizes the fact that learning may occur any time, anywhere.
- Consideration is given to basic differences between young and older children—to the fact that generally the young ones should be separated from the older ones in activities of work and play.
- The aims of the educational program are broader than just the teaching of the three R's; they provide for consideration of the physical and emotional growth of children as well.
- More than 80 percent of the children are transported to school by bus or car (some a distance of 25 miles).
- For effective learning, the child must have a comfortable and stimulating environment tailored to his physiological and psychological needs.
- The learning process requires many classroom arrangements, a great number of teaching devices and an area for their storage, and space that can be used for multiple purposes.

met by architecture

- A decentralized layout—with separate classroom wings, separate playgrounds and separate toilets—helps solve the problem by providing a school plant which in essence is four small schools instead of one large one.
- Classroom wings may be added in orderly, unified development to the south, east, or west.
- School plant includes a small theater designed for both students and adults, and a large all-purpose room for school dining purposes, community suppers and general recreational use.
- School plant layout affords opportunities for noisy learning activities or recess at any time without disturbing classes.
- On one side of the main group of classrooms there are playgrounds for the younger children, on the other side for the older ones, with separate play sheds for each group.
- School plant was designed with emphasis given to scale, health and feeling of children with provisions for ample indoor recreational space, play-sheds and play fields.
- Provision is made for unloading cars and buses into protected space, and ample parking is provided for faculty and students who drive to school in cars.
- Comfort is provided through systems of integrated natural and artificial lighting, floor panel heating, and cross ventilation in a cheerful, intimate (7½-foot ceiling) architectural setting.
- Classroom is designed for flexibility and has continuous built-in storage on one side and movable book shelves on the other, so that the area may be rearranged for almost any type of learning situation.

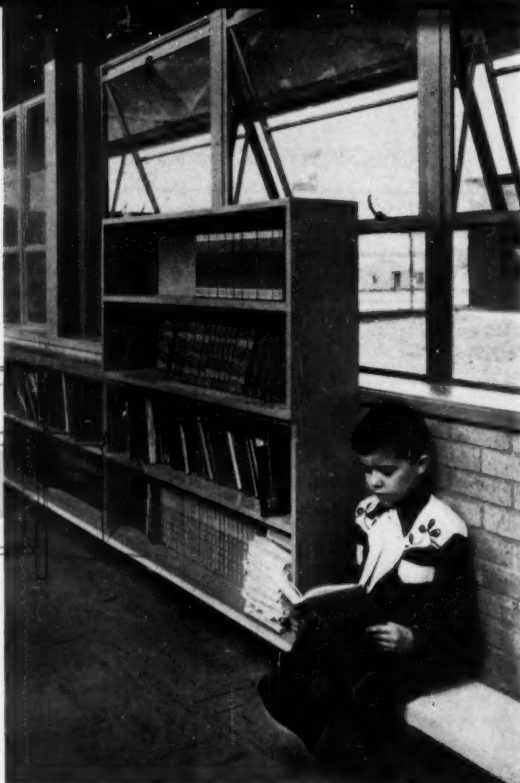
Albany School, Texas

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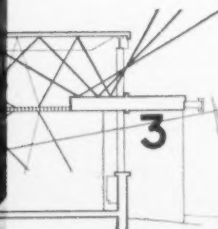


THERMAL ENVIRONMENT

1. evenly distributed heat through radiant floor panels.
2. window selected to control air flow pattern.
3. ample inlets and outlets facilitate cross-ventilation.
4. open corridor on south protected from cold north winds.



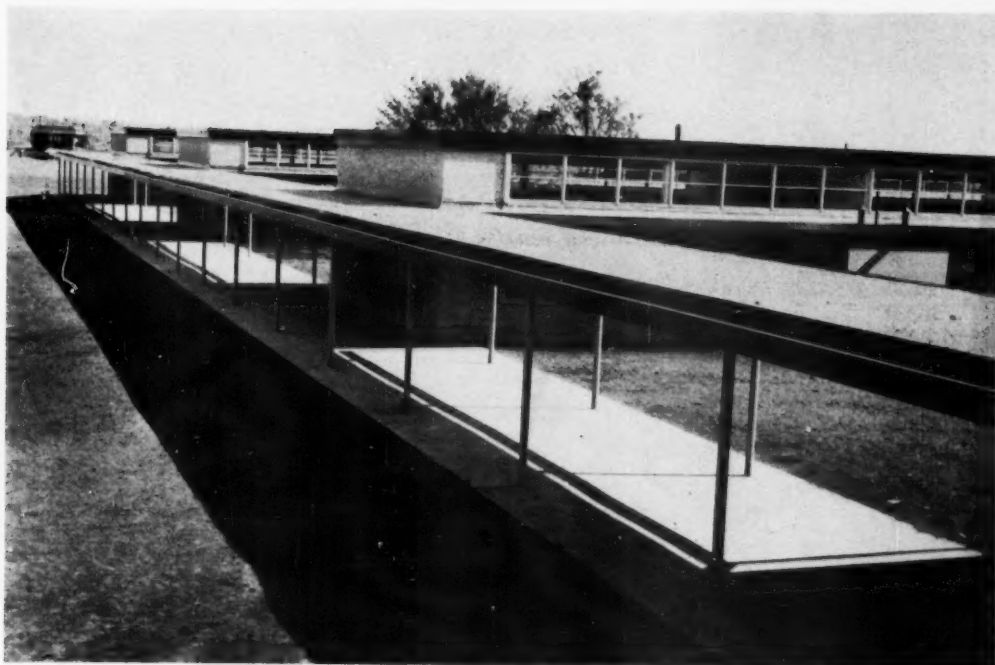
1 Classrooms are cozy with a low, 7½-foot ceiling. Book shelves are movable, can be free-standing or stacked on seat. On other side of room are built-in storage closets. Interiors are painted bright colors in various combinations. Rooms for grades 1-3 have individual toilet areas; grades 4-6 have central toilets.



LIGHTING ENVIRONMENT

1. light plenum chamber affords integrated natural and artificial lighting.
2. sun control makes blinds and shades unnecessary.
3. sky-glare reduced by overhangs.
4. panels of louvered ceiling diffuse light.

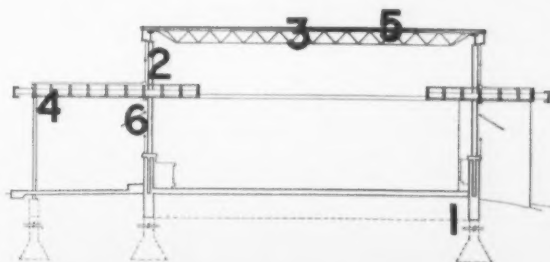
2 Eggcrate ceiling distributes natural and artificial light evenly over the room from plenum chamber overhead; it was designed in sections and may be removed for maintenance. Tackboard and chalkboard units partition end of classroom into a student cloak area. Room includes built-in work counters, storage cabinets and sink. Modern paintings are interchanged.



3 A view of the classroom wings as seen from the roof. Light goes through the high windows into a light plenum chamber and filters down through eggcrate ceiling into classroom below. Overhangs control sun and eliminate shades or blinds.

CONSTRUCTION FRAME

1. drilled type footing with slab on fill.
2. steel columns, beams and joists.
3. poured gypsum decking.
4. steel fascias and cement-asbestos soffit.
5. 20-year built-up roofing.
6. steel window and door trim.



4 The play shed for older children is adjacent to the all-purpose room and opens into a large play area. This play shed and a similar one for smaller children are so situated that the youngsters have protection from the wind in winter as well as from the sun in the hot school months.





5 The covered entrance to the administration suite in the left foreground serves as a sheltered area for children waiting for school buses and adjoins a covered playshed for small pupils. One-third of Albany's 460 pupils are transported by bus, some from homes more than 20 miles distant. Glass wall of the administrative offices affords a view of nearly the entire school grounds.



6 The school-community auditorium adjoins the administrative suite and is entered from a glassed-in lobby which serves as the school's show case. The auditorium seats 325 people before a stage tailored to fit child performers, and is windowless in accordance with the best theatre and projection room design. Ventilation is by forced draft air circulation. Fixtures set in the broken planes of the acoustical ceiling furnish lighting. At one side of the stage is a permanent lectern and baffle for speakers; connecting with the stage are two large dressing rooms with toilet facilities.

Albany School, Texas

(continued)



7 Protected outside corridors connect the auditorium with the classroom wings. These wide overhangs protect all rooms from direct heat of the sun and eliminate heat reflected from concrete and ground areas near the building. Window walls on two sides of each wing allow constant controlled air circulation across the classrooms—a necessity in the semi-arid Texas climate.

8 Playground space in front of the classroom wings is for small children. At the rear of the wings is the outside play area for older children. The space between the classroom wings is used for outside classes.





9 The all-purpose room is used for physical education, indoor play, large assemblies and folk dancing; with the wall panels folded down to become tables and benches the area becomes a dining hall for student lunches and community suppers. Two walls are principally windows, affording excellent bilateral lighting and cross ventilation. At one end are dressing rooms, showers, toilets and storage areas for athletic equipment.

10 This end of the all-purpose room contains the kitchen unit with serving counters, cafeteria office, food storage rooms and dressing room for cafeteria help. A wall of sliding panels opens this cafeteria to the gymnasium area where folding tables and benches can be extended to seat a hundred students for dining.





Librarian helps Newton fifth graders select books for reading improvement program.

Stimulating Interest in the First R

WITH radio, movies and now television luring so many youngsters into the passive diversion of watching and listening, it is heartening to find success in a program designed to stimulate interest in the first R—reading.

Teachers in Newton, Massachusetts, have organized several activities which have proved instrumental in improving the reading ability of our pupils. One effort, aimed at arousing the interest of pupils toward conducting their own projects, strikes at the heart of motivation—an aspect of learning which concerns all teachers.

Students Volunteer

A group of six junior high school pupils volunteered to meet one morning each week at 8 o'clock for two semesters to discover whether or not they might improve their reading and spelling by trying out practices suggested in the *Newton Communications Guide*, a school publication. They made many interesting discoveries while working. They learned how important it is to pronounce words properly, and to enunciate clearly. They learned to recognize quickly the number of syllables in a given word as it was dictated. They

KATHERINE E. TORRANT
Reading Consultant
Newton Public Schools
Newtonville, Massachusetts

became more aware of the work of vowels as they listened and marked the sounds they heard during dictation exercises. They learned the importance of remembering how words look and the exact order of the letters.

An overhead projector proved a valuable instrument in flashing words, phrases and sentences onto a screen for recall by the pupils in writing. They learned that reading the words, concentrating on the screen after the flash, and then writing made their responses more accurate and their impressions of the words more vivid. Boys and girls compiled their own lists of words from various school subjects and tried them on their classmates.

Tests Show Progress

Contests were popular in this group. A favorite was one which called for immediate writing of ten words from memory after studying them for one minute. One-syllable words were used first, then longer words; as the words chosen became more difficult the number was re-

duced. Standard test scores indicated definite gains. Some pupils made more than a year's progress in one term of concentrated study. Several of the boys carried the ideas back to their own classrooms, bringing these techniques to the attention of others.

Reading Tests Popular

Reading contests have also proved popular. Three teams of fifth graders decided to find out which team could read the greatest number of library books within a month. A librarian at the Newton Public Library helped pupils and teacher in the selection of books. The making of final awards presented the class with a real problem; the scores of all three teams were tied. They finally decided to honor the five pupils who had read the greatest number of books in the various groups. These pupils had an opportunity to present the most popular books read by the class to other fifth and sixth grade classes in their school.

The learning of the first R speeds ahead here in Newton. The activities and materials used capture the interest, imagination, and energies of the boys and girls themselves. Why not try them out in your school system?



It is one of the principal's duties to develop a feeling of comradeship with his teachers.

How to Improve

NO SCHOOL system can operate harmoniously and accomplish its objectives without democratic administration. Too often originality and initiative are destroyed by administrative dictatorship. Teachers can and should share in administrative planning—they do so more often in small schools. There can be wider participation by the personnel in choosing materials, establishing procedure, making reports and formulating instructional policies. The teachers should be encouraged to exercise independence of thought, cooperation in action and social understanding in their daily professional work.

Praise Helps

The wise principal consistently practices democratic ways toward teachers in evaluating their work, in helping when requested, in awarding recognition where merited and by avoiding partiality.

A teacher receives much encour-

agement when praised for her efforts. On the other hand, the principal should be just as frank and sincere in disapproval, being careful to acquaint himself with all factors before acting. Throughout, the principal must show a genuine friendliness, sincerity, appreciation and recognition of staff work. Remember that high esteem by teachers is earned—it is not secured by bluffing.

Good School Morale

Democratic administration and good school morale go hand in hand, and the major responsibility for good morale is with the administrator. The principal's task is to stimulate others to work for a common purpose and to develop a feeling of comradeship with his teachers. Morale may influence and be influenced by almost every act of the administrator.

Never forget that high principles and ideals are more important than professional self-advancement.

Virgil Bozarth writing in the No-

JACK C. GOODWIN

Principal, Julia B. Morrison School
Norwalk, California

vember 1946 *NEA Journal* has listed the top eight of those activities principals indulge in which cause their teachers to gripe.

How to Make Teachers Gripe

These are: allowing too much interruption of classroom activity and planned teacher procedure; committee meetings and recommendations followed by no resulting action (all too often the principal considers the problem as solved when he appoints a committee); using professional ethics as a shield for keeping touchy subjects from discussion; not sufficiently scholarly—the good principal has a broad academic background with mastery of one field; posing to be an expert in all fields; too many and too indefinite policies; lack of a cleancut and decisive manner in planning, organizing and assigning du-

ties; and, lastly, being a "politician".

Principals might well check this list occasionally. It is easy for administrators to make teachers gripe and not be aware of the situation until staff morale has been damaged.

Rules and Regulations

A smooth school administration can be developed without an overuse of rules and regulations. If the proper spirit of cooperation among staff members is obtained, rules and regulations can be held to a minimum.

Those rules deemed necessary should be stated as specifically as possible. A well-organized administrative plan will avoid general commands and a dictatorial attitude. Instructions may be either written or oral, but criticism of any staff member should be oral only.

Never hesitate to change outmoded policies, although a thorough study should be made beforehand, with the aid of the faculty, to assure advisa-

thorough survey of the staff and compile a complete record of each member's training, experience and abilities.

To do her best a teacher must feel secure and happy in her position; any fear of losing her job must be abolished. The answer may be in some sort of tenure system. Each teacher wants to feel that she has made for herself a place in the profession, that she is doing her part in the vast enterprise of education. The principal can do much to help a teacher realize these aims.

Assigning Duties

At the start of the school year one of the first tasks of the principal is the assignment of duties. Here good judgment is vital and designation of responsibility must be made clear. Whenever possible, assign classes, subjects and extra-curricular activities according to the teachers' training and interests. Avoid an overload

- Do some actual classroom teaching, if possible, to keep in touch with teacher problems.

If the principal thinks of himself as a champion of the teacher's rights in both the economic and social sense, his teacher guidance program will succeed.

In-Service Programs

The principal leads the way in stimulating the professional growth of his staff. With in-service programs he helps the teacher see more clearly what she is trying to do.

In-service programs take several shapes—formal classwork conducted by representatives of the state university, discussion and committee work done through teachers' group meetings, or stimulation of individual growth by the supervisor. The in-service program may be a visitation plan whereby weak teachers have an opportunity to gain from observance of more experienced teachers, or it may mean work in the local, state and national teacher organizations.

Too many administrators put themselves in a special class above cooperation with teachers in professional advancement enterprises. In all professional programs administrators should take the lead and identify themselves as "teachers."

Concern for Stamina

Teaching is a tiring occupation, and even the most healthy find themselves fatigued at times. Though most states have set up physical standards for teachers, individual differences may still have to be taken into consideration in the assignment of teacher load. It is a good suggestion that teachers be provided space and time for relaxation during the school day. Physical examination of teachers is a good policy as protection for both the individual and the school. This program should be carried out on the state level.

An understanding, helpful principal may mean the difference between the success or failure of a teacher, especially of a beginner. The principal must have faith in his staff; he must commune with his teachers on a friendly basis. He should never demand respect; respect will come if he is deserving of it.

Diplomacy and democracy, then, might be the keys for the principal who wishes to improve the working relationship with his staff.

Principal-Teacher Relations

bility of change. Remember again that democracy must be practiced in all aspects of administration—certainly in the formulation of rules and regulations.

Several cautions for the principal's guidance are: never discuss one teacher's faults with another or give a criticism in the presence of a child; never permit one teacher to speak disparagingly of another; never gossip or show favoritism; never ask teachers to do work that I myself would not want to do; don't be a classroom "snoop"; never be so narrowminded that I cannot listen to criticism; and never climb in the profession as the expense of the teachers.

Guidance for Teachers

Why not a guidance program for teaching personnel as well as students? It is just as important to care for the welfare and growth of the faculty as of the student body. The first step in this direction is to make a

of regular classwork, extra-curriculars, PTA, programs and large classes. Committee work should be shared by all teachers.

Prepare New Teachers

The young, inexperienced teacher provides a special problem for the school administrator. Many administrators prepare a pamphlet guide for new teachers; instructional group meetings are also advisable. The principal should be on guard for situations where a young teacher may be scorned by senior faculty members. Such an attitude is damaging to school morale.

Here are a few suggestions concerning teacher guidance:

- Never be too busy to listen to a teacher's problems.
- Keep down all barriers which might inhibit free discussion of educational and personnel problems.
- Study teachers' personalities in order to understand them better.



from the National Citizens Commission

A Report

HENRY TOY, JR.

**Executive Director
National Citizens Commission for the
Public Schools**

MUCH has happened since I reported the activities of the National Citizens Commission for the Public Schools to you in the January, 1952, issue of *THE SCHOOL EXECUTIVE*. New thoughts have developed and exciting progress has been made.

In January, 1952, the National Citizens Commission took stock of its goals and accomplishments at its Third Annual Dinner in conjunction with a Citizens Assembly on Education in St. Louis, Missouri. Next month, the Commission will meet in Denver, Colorado, for its fourth annual meeting to evaluate the work of the past four years and plan for the coming months.

Acceptance Gained

This year, as last year, we are confident that laymen and educators will come together to discuss problems that affect all of us and work for mutually helpful solutions. One of the important things that we noticed in last year's meeting was that the men and women who came to St. Louis were keen, earnest workers, ready to share their experiences and talk out their problems. We also learned that community agencies, national organizations and business and labor groups stood ready to participate in the fight for better schools. We noticed, too, that citizens needed more tools to work with. These factors helped us steer our course for 1952.

Now, as never before, the Com-

mission has gained acceptance by laymen and educators alike. We cannot help being proud of the fact that the number of new, interested citizens writing in for information continues to increase, that larger numbers of citizens call on our offices for assistance, and that national organizations have given more emphasis to educational improvement during the year.

For example, during this past year the National School Boards Association and the American Association of School Administrators endorsed the organization of local citizens' committees for the improvement of the public schools. The National Association of Manufacturers pledged further support for the improvement of education, and the Chamber of Commerce reaffirmed its belief in the necessity of partnership between business and education.

It is largely, though, the work of citizens on the local level that is responsible for the progress that our Commission has made. One evidence of the growth of citizen interest in public school improvement has been the emphasis placed on the formation of state citizens' groups. The Commission is encouraging this trend, as exemplified by a one-day September meeting we sponsored for Minnesota, Iowa, Nebraska, Wisconsin, North and South Dakota state citizen leaders. At that time, leaders of long-organized as well as potential state groups and other laymen and educators met to discuss the possibility of solidly organizing or strengthening six state-wide groups in the midwest area. In addition to several groups in the process of formation, the total

number of active state-wide committees working for the public schools at the end of 1952 is nineteen.

The largest evidence of growing interest in public school improvement is at the local level, with the citizens themselves. When the Commission first started, the major problem confronting us was public apathy. Citizens had left the problems of the public schools to the delegated authorities—the school boards—and assumed that things would run smoothly. Then, with a war period of inflation, population growth and little or no building, the schools were neglected and citizens began to realize that their children were suffering. It was our initial task to spark the interest for local school improvement. That spark has now caught fire with tens of thousands of citizens throughout the country, and it is they who are helping us guide other groups.

Increased Local Interest

It is significant that the citizens who have written us for information have gone beyond initial inquiries to take action. At first, letters came into our office asking for general information on how to start out. Most communities faced the problem of overcrowded schools and asked how they could alleviate the situation. Others were interested in consolidation. A handful wrote to tell us about the group that they had organized to work for the schools. Gradually, more groups developed and we could observe a pattern of action and a few common characteristics that have led to effective action.

In answer to requests, we published a booklet entitled "How Can We Help Get Better Schools?" designed to show how communities had

on Our Public Schools

and could organize a truly representative, fact-finding group to work with the school authorities for better schools. Citizens reported that this booklet was extremely useful in helping them to get started. The number of citizens' groups continued to grow.

"Guides" in Preparation

Once organized, citizens' groups found that they faced specific problems in their communities. Each case was different, but we again found that certain topics took precedence. At a three-day meeting held last May at Haven Hill Lodge, Michigan, for citizen committee leaders of groups that had been organized for five or more years, the participants agreed that the Commission could be of greater assistance to local groups by providing working guides. They urged us to put into print the questions that most concerned our correspondents and the many citizens who were working to improve their local schools. These booklets would help clarify some of the specific educational issues, offer preliminary information compiled from the experiences of citizens' groups themselves, suggest sources of further information and contain questions to help relate the information to the local situation. In short, the "Guides" would help the local groups to help themselves.

We therefore began a series of working guides. The logical first step appeared to be the preparation of a

revised handbook for citizens just beginning to work for their schools. These people would need to know how other communities had formed citizens' groups, the problems involved in getting started, and specific answers to their questions on organization.

Another important tool we felt was needed was some clarification of the forms through which school improvement could take place. From citizens we had learned about their conferences, forums on education, monthly meetings and informal gatherings, and from our experience we had seen how effective a workshop conference could be. A working guide, therefore, on the form of meetings as a medium for discussion and solution of problems was necessary.

Relationship with Agencies

Some of the problems touching most citizens involve their relationships with other agencies of the community, such as the press, the school boards, the administration and community organizations. Knowing this, we included those subjects as areas to treat in other working guides. We can show citizens what steps other groups have taken to bring about healthy relationships that will lead to action. And we know, because we have seen it happen over and over again, that if we can give citizens the tools, they will do the job.

On the national level, the Commission, since its formation, has realized

that it is but one of many agencies working for the improvement of the public schools. Groups such as the National Congress of Parents and Teachers, American Association of University Women, League of Women Voters, Kiwanis, Junior Chamber of Commerce and General Federation of Women's Clubs have worked for educational betterment through the years. It became the natural job of the Commission to coordinate these national groups towards greater emphasis on education and work with them to evolve a working program for cooperation.

Advisory Panel Set

Since first calling together the leaders of some 30 national organizations, we have set up a National Organization Advisory Panel, which meets with us regularly to work out more effective methods of enlisting local unit support of public school improvement. Just one tangible offshoot of this cooperative program is the adoption by the Junior Chamber of Commerce of a national project of local sponsorship of workshops on public school problems. There are dozens of other examples on the local level that could be traced to the national offices of organizations. In Arizona, for example, the Grand Order of Masons is responsible for a week-long Public Schools project and for initiating the formation of local citizens' committees throughout the state.

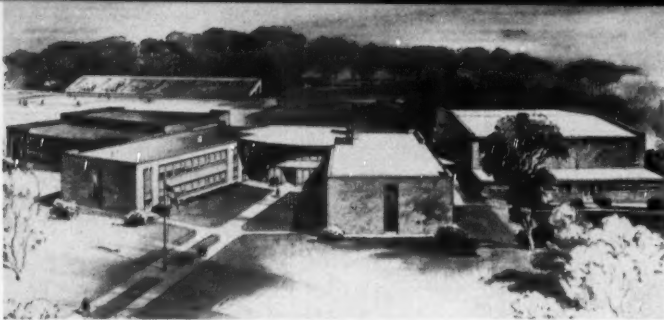
In October, the Executive Committee of the General Federation of Women's Clubs held an all-day education workshop for its state education chairmen. In Minnesota, the Jaycees adopted a proposal to hold education workshops in cooperation with the American Association of University Women during the coming year. Just as local school improvement can be most effectively accomplished when citizens at the local level pool their knowledge and work together, so can national organizations work together to arrive at basic points of agreement on community participation in education.

For we realize that any assistance we can offer through working guides, by igniting interest or through the dissemination of community school improvement experiences, must come from and go back to the local level. It is a job that we can only help citizens do for themselves.

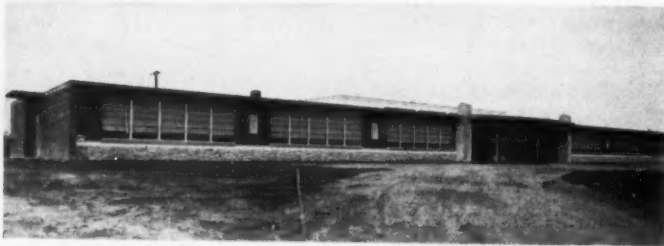
Commission Sparks Interest for Local

School Improvement and Guides Citizen

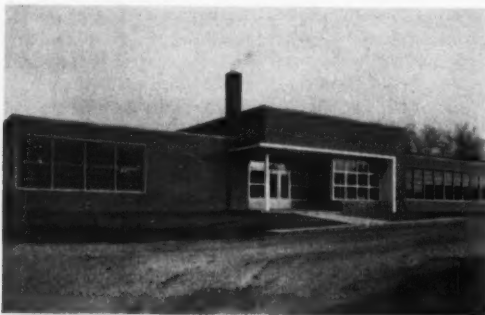
Groups in Helping Get Better Schools



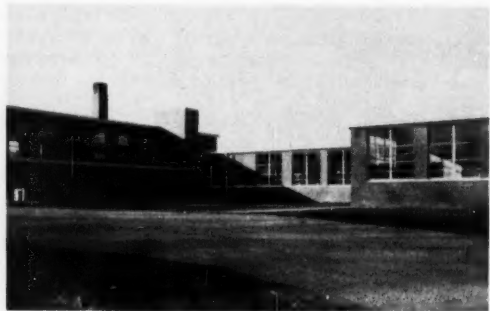
Madison Junior and Senior High, contracted at \$635,458, is under construction. Plans provide 18 classrooms, homemaking, science, band and clinic units, gym, cafeteria and office. Donald W. Southgate, Nashville, Tenn., Architect



Classes began in September, 1951, in the Glenview Elementary School. Built at a cost of \$197,500, the school contains 10 classrooms, a cafeteria-auditorium unit, a library, office and clinic. John H. Parmlee, Nashville, Tennessee, Architect.



The Margaret Allen Elementary School with 10 classrooms, library, office, cafeteria-auditorium, and clinic was contracted at \$192,319. Joe W. Holman, Nashville, Tenn., Architect.



Costing \$136,490, the John B. Whitsitt Elementary School has eight classrooms, library, office, clinic and cafeteria-auditorium. Tisdale and Tisdale, Nashville, Tenn., Architects.



The Brick Church Elementary School, total cost \$151,290, has eight classrooms, library, cafeteria-auditorium, office and clinic. Victor H. Stromquist, Nashville, Tenn., Architect.



The year-old Antioch Elementary School has six classrooms, library, cafeteria-auditorium, office and clinic, and cost \$137,739. Hart and McBryde, Nashville, Tenn., Architects.

Building

THE Davidson County Board of Education is in the midst of an extensive building program. This has become necessary because of the war-baby wave, the influx of families into this area and because the City of Nashville has not annexed any appreciable county area within the last 25 years.

Growing Enrollments

We are gaining students by about 2,000 per year. Since there had been no school construction since before World War II, a sizable building

Program for Nashville's Public Schools

J. E. MOSS

**Superintendent of Schools
Davidson County Board of Education
Nashville, Tennessee**

program was required to fulfill our current needs.

Within the past four years we have had bond issues for school buildings totaling \$6.5 million. During this time we have added 285 classrooms, remodeled five gymnasiums and have built 37 new cafeteriums (cafeteria-auditorium combinations). Of our fourteen new school buildings, eleven are here pictured.



The Joelton High School, with 15 classrooms, agriculture shop, library, cafeteria, office, clinic and gym, cost \$245,175. O. J. Billis & Son, Nashville, Architects.



Completed in 1951, the Dalewood School has 14 classrooms, cafeteria-auditorium, library, office and clinic. Cost: \$215,602. Howard, Hickerson & Jordan, Nashville, Architects.



The Providence School, contracted at \$143,701, contains six classrooms, a clinic, library, office, and cafeteria-auditorium. Reese' and Jackson, Nashville, Tennessee, Architects.



Total cost was \$156,955 for the Martha Vaught School. It has six classrooms, office, clinic, library and cafeteria-auditorium. Brush, Hutchison and Gwinn, Nashville, Architects.



The \$265,122 Hynes Elementary School has 13 classrooms, library, clinic, office, cafeteria-auditorium and a home-making unit. McKissack & McKissack, Nashville, Architects.

Time Moves Ahead . . . but Do Administrators?

IN YEARS past when change, both material and ideological, was slow, the community could afford the luxury of a status quo school program. The program needed only to indoctrinate students into society by stuffing their minds with facts. Life itself was at a tempo which would permit the gradual orientation of these facts into a workable pattern affecting experience. Then, too, only a selected few probed the mysteries of formal education which, in most instances, had little to do with the ability of a person to feed himself and his family.

Today the picture is different. Life has become extremely complex in western society. Developing technology demands more and more education of workers. Democracy demands education for all the educable. Facing today's social, economic, political and spiritual problems demands more preparation than mere mind stuffing. Material and ideological changes are accelerated to the extent that the average person no longer

has time to make a leisurely personal orientation to life.

The type of education afforded the individual must change to meet the new needs of today. The crux of the matter becomes an awareness of change and a willingness to change. If western civilization is to survive, it must develop an educational program that will prepare students to accept change and to think in a manner positive and creative about change.

Administrator is Key Man

The key man in this whole situation is the school administrator. The school program revolves essentially around classroom instruction, and, though it is possible to have some bad teaching under good administration, it is very difficult to have good teaching under bad administration.

The distinguishing characteristic among school administrators is the manner in which they attack problems. Too many administrators try to find *the* way of doing a job, and, having found it, try to make it work

WILLIAM N. MCGOWAN
Coordinator of Secondary Education
San Luis Obispo, California

for eternity. Each day is its own eternity in the school business, and solutions for problems may work only this one day.

The real key to matching problems with live solutions lies in the cultivation of positive attitudes. This is the first prerequisite of the school administrator who sets for himself a standard of service and competence.

The reflection of positive attitudes possessed by a school administrator is seen in such actions as making the budget with concern for educational service to children instead of concern about miniscule savings on purchases, educating teachers to participate actively in school management and policy making, and helping the community understand what constitutes a good educational program.

Needs Progressive Attitude

The school administrator must also cultivate a fresh mind. This means that he keeps himself ever sensitive to newness and change. It also means that he is receptive to the progressive thinking of others.

There are many places where an administrator with positive attitudes and a fresh mind is providing a forward looking educational program for the community he serves. In all these places a good program is being carried on that meets present educational needs in the community, and is designed to help the community prepare for the future by admitting and then accepting change.

Tomorrow is fast pulling away from yesterday. School administrators must wake up and accept the fact of change. Then, instead of prolonging spiritual adolescence by preserving the intellect in a sterile solution of rote-learned inconsequentialities, they will try to provide an educational program that will guide individuals to healthy maturity.

Second Annual Competition for **Better School Design**

To Superintendents of Schools:

Please call THE SCHOOL EXECUTIVE's Competition for Better School Design to the attention of the architects of the new schools you planned or constructed during 1952. Suggest that they enter these schools in the Competition. *The final date for receiving entries is December 15, 1952.*

Entries will be judged by a distinguished panel of architects and school plant specialists. Winners will be announced at the Atlantic City meeting of the American Association of School Administrators in February. Prize-winning entries will also be exhibited at Atlantic City.

Write to Walter D. Cocking, THE SCHOOL EXECUTIVE, 470 Fourth Avenue, New York 16, N. Y., for entry blanks and rules and contest information. Act now!

SCHOOL PLANT

News & Views

Outlook for Steel

The National Conference for Mobilization of Education reports that the recent strike cost the country some 20 million tons of steel—nearly a fourth of one year's total output.

The first three months of 1953 will be the crucial period for obtaining structural and related steel for school construction. It is during these months that most school construction must begin or continue in process if it is to be completed in the fall. The proposed quarterly allocation—109,000 tons—is less than the allocation for the same period of 1952 (111,000 tons).

During the second quarter of 1953 DPA planners feel that all types of steel will be in adequate supply again, and that allocations can be liberally increased. It seems likely that regulations on steel may be amended by April 1, 1953, to permit self-authorization of steel for construction of elementary and secondary schools at the rate of 50 tons of carbon steel per project, including up to 7 tons of structural steel. Other materials will be self-authorized accordingly—5000 pounds of copper per project and 4000 pounds of aluminum.

Portable Classrooms Meet Pupil Increase In San Diego

In 1940, San Diego, California, had a school population of 31,900. In 1952, it had increased to 59,000. Big school buildings were built in new residential areas, only to remain half unused when the wave of school population shifted.

To meet this problem, the San Diego Board of Education authorized construction of 300 portable classrooms. Each classroom is a standard 24' x 40', frame construction, built at a median cost of \$8.00 per square

The State and School Plants

THERE is no recipe for a good school building. At best, a school building is a product of the collective thinking of a community. A building so conceived makes a more creative community educational program possible.

During the past decade an increasing number of state departments of education have recognized this. Regulations governing minimum sizes and shapes for buildings are being taken off of the books. Relationships with local communities have moved from that of enforcement of arbitrary regulations to service and leadership. Accordingly, the modern state department with respect to school buildings strives to do three things: to adopt appropriate regulations covering the safety of occupants only; to work with each community to define a program of community education; and to work with the community to secure a school building which will help make that program function.

The primary responsibility for an effective building program, however, resides with the local community. If state department leadership is inept or non-existent, the community cannot afford to be content. The stakes are too high. The planning is too difficult and arduous. Every community must insist that its state department provide leadership and services which will help the community do a better job of building schools.

foot. The units are designed with heavy timbers under the flooring. These rest on concrete piers, and the whole unit may be rolled away to a new site without dismantling and with use of only standard house-moving equipment.

New School Design Booklet

An interesting booklet, entitled "School Design," has been published by the Division of School Planning of the North Carolina State Department. This booklet covers all major topics of schoolhouse design. It suggests minimum spaces for various activities.

Statistical Fallacies and Errors In Making School Building Cost Comparisons. In a mimeographed critique, N. L. Englehardt, Sr., of Englehardt, Englehardt and Leggett, New York City, points up a need for a better yardstick for comparing costs of school buildings. Dr. Englehardt suggests that a form of weighted

pupil station be used.

Selecting the School Site, Report 3—Research and Architecture, Caudill, Rowlett, Scott and Associates, Oklahoma City, Oklahoma.

An interesting and authoritative statement on school site selection by an outstanding firm of architects. It raises three problems: Where should the sites be? How large should they be? What should they be like?

Suggested means for finding solutions are made for individual boards of education.

Geometry of Classrooms As Related to Natural Lighting and Natural Ventilation, Research Report #36, Texas Engineering Experiment Station, College Station, Texas.

This booklet contains a summary of the research on lighting and ventilation for classrooms. Specific tests covered the effects of varying ceiling heights and slopes, classroom depths, lengths, size of openings, and overhangs on both lighting and ventilation.



School patrons discuss proposed junior high school site with aid of maps pin-pointing homes of pre-school and in-school children.

A Community Decides to Build

W. W. FARRAR
 Director of Research
 Alice Independent School District
 Alice, Texas

"**M**Y CHILD probably won't receive any benefit from your proposed building program, but some of us parents would like to know what plan the board has for constructing a new junior high school building. Can we help in any way?" This was the explanation one of our PTA Unit presidents gave for her visit to the office of the school board president.

Through this interview the coals of a frustrating problem were stirred to life.

During the preceding four years, the valuation of property in Alice had been raised by the public school system, and in excess of a million dollars had been spent on new school buildings. These reasons, plus increasing governmental restrictions, rising costs of materials and the fact that we were "getting by" with the present buildings, seemed to justify postponing consideration of this problem until some future date. However, we could not deny that the present junior high school buildings

were overcrowded, poorly designed and in need of immediate repair.

Reviewing the Problem

The school board decided to review the problem in as detailed a manner as possible and present the facts at a community meeting. Several years ago, the site selected for a new junior high school had been approved by the school patrons. In the light of probable future enrollment the erecting of a junior high school on this land would greatly overcrowd the area, and there was little adjacent ground that could be purchased. Therefore, in addition to outlining the school system's financial structure, the condition of the present educational facilities of the junior high school and the probable classrooms needed throughout the system in terms of future enrollment, the selection of a new site and purchase of the land now became included as part of the major problem to be presented for the community's consideration.

First came the task of predicting future enrollments. Since no complete record of births during past years was available (and being anxious to present a conservative estimate), we selected the member-

ship figures of each of the twelve grades for the past ten years and calculated the average percentage loss for each grade during this period. These average grade losses were added, divided by the number of average losses and used in forecasting future memberships.

Population Maps Used

Located in the heart of the city, the old junior high school site was less desirable for the new building than the land adjacent to the high school campus. For consideration of possible locations, two large "pin-point" city maps were prepared: one indicating the location of the home of each child in grades one through six, the other "pin-pointing" the homes of all pre-school children.

Consultants from the University of Texas and Texas A&M and A&I Colleges reviewed our junior high school problem and met with community groups to discuss it. One of their recommendations, which eventually required another decision by the school board, was that the building plans be based on the construction of two junior high schools rather than the one under consideration. The consultants indicated that not

only could a better instructional program be provided in two schools with smaller enrollments (800 to 1,000) but that traveling distance for many students would be greatly reduced.

Presenting Facts Visually

In order to present the assembled facts at the community meeting, lantern slides were prepared showing the instructional hazards and handicaps in the present buildings, graphic totals of past and present enrollments, estimates of future enrollment, classrooms needed and school population maps. Large cardboard graphs were prepared which presented simplified break-downs of charts on the slides.

Members of the PTA, who had been keeping themselves informed through newspaper articles and contacts made with school personnel regarding the building problem, needed no urging when they were asked by the president of the school board to invite members of the community to attend the meeting. Using the lantern slides, the superintendent was able to present a clear picture of conditions found in our present junior high school buildings. The president of the school board explained in detail the financial status of the school system.

Similar presentations were made before PTA Unit meetings and other community groups. These informal discussions stimulated active participation on the part of listeners which



Superintendent of Schools explains line graphs which show projected junior and senior high school memberships through 1960. Charts illustrated increasing enrollments and lantern slides pictured educational handicaps in present buildings.

in turn contributed greatly to promoting a better understanding of the problem.

At a meeting of the City Council of Parents and Teachers the following statement was prepared and given to the local papers:

On Saturday, August 25, you will be given the opportunity to pass judgment on a \$500,000 bond issue for the purpose of construction of a new junior high school.

The Board of Education and other citizens have made a study of the need for such a building, and as a result find that it is absolutely necessary to maintain a school program which Alice has a right to expect.

Our present tax structure will support such an issue without a tax increase. We will simply extend our obligations for school bonds over a longer period of years.

Citizens are urged to go to the polls Saturday and vote "yes" for the school bond issue.

The bond issue carried by a wide majority, assuring a new junior high school building to be erected on the thirteen and one-half acres selected before the election. Patrons and schoolmen received their reward for a year of conscientious work as the construction of the new school was begun.

Addis E. Noonan Associates, Architects and Engineers



And so the community of Alice, Texas, decided to build. New junior high school plant will be located on a 13½-acre site.

Planning and Designing a School Plant

a statement on responsibilities and relationships

THE construction of a school plant is primarily the responsibility of the community it is to serve. Its planning, design, and construction may also involve the services of several specialists who are not members of the community but who are retained for assistance because of their technical abilities.

Inasmuch as schools are legally a state responsibility, the state in which the community is located also has a concern for the school plant. The state wisely assigns to the local community responsibility for its schools. At the same time, it reserves the right to approve certain local actions. The state also should provide competent leadership and advice and perhaps financial assistance commensurate with the local district's ability.

The planning of a school plant comprises a large number of decisions. The people of the local community want the plant to meet the highest degrees of safety, comfort, physical well-being, and economy. They want the plant to facilitate achieving the educational purposes of their schools. The community needs expert assistance in arriving at decisions and in translating them into a fitting building design tailored to its own particular needs and conditions. To obtain such results necessitates the participation of citizen groups as well as educational and building specialists.

Principles

The planning and designing of a school plant should follow a definite plan. In working together to this end, responsibilities must be fixed and relationships must be determined, understood, and accepted. Theories must be translated into practices which will obtain results.

This statement was prepared jointly by the School Committee of the American Institute of Architects and a special committee of the National Council on Schoolhouse Construction. The final draft was approved October 8, 1952, by the National Council on Schoolhouse Construction.

The following principles are basic to the responsibilities and relationships in planning and designing a school plant:

1. The people of a community should participate in determining the needs for a new school plant, the program to be housed, and the number and types of children, youth, and adults to be accommodated. They need technical assistance in such planning. Conclusions and recommendations should be transmitted to the legal representatives of the community, the school board, for appropriate action.

2. The local school administrative unit is the owner of the school plant; it, therefore, makes the final decisions.

3. The state in which the local school administrative unit is located is responsible for the schools; but delegates, through appropriate legislation, a large degree of its responsibility to local school units while retaining general supervision.

4. The local school administrative unit fixes legal responsibility for schools in a local board of education, school board, or school committee.

5. A local board of education employs specialists including administrators, teachers, custodians, architects, contractors, and consultants to carry on its operations, to advise it on technical and professional matters, and to perform assigned tasks.

Participants

Who, then, are the chief partici-

pants in a school plant program, and what are the responsibilities which should be delegated to each?

1. The people of the community, through a selected and representative cross-section of the entire group.

2. The school board.

3. The superintendent of schools (who is the board's executive officer).

4. The school staff.

5. Educational consultants.

6. Other local governmental groups which are charged with certain legal responsibilities affecting the school plant.

7. The state department of education. (In some states, other state agencies are also involved.)

8. Architects and engineers.

9. Technical consultants.

10. Contractors and builders.

Responsibilities

People of the community. Determine needs for school plant through study of community growth, size and condition of present plant, educational needs, financial ability, etc. The recommendations of this group are passed on to the school board for legal action. The action of the school board should be reviewed and finally approved by the people of the community.

The school board. Takes legal action, based upon consideration of facts and best judgment. Authorizes studies. Selects and appoints its staff, architects, and consultants. Reviews

and approves recommendations, building drawings and specifications, bids for construction, and contract documents. Reviews and approves work of all employees. Selects and purchases sites. Accepts completed buildings. Authorizes all contracts and signs as employer and owner. Acts as legal agent for the community on all phases of the planning, designing, and constructing of plants.

The superintendent of schools. The executive officer of the school board. Recommends policy, personnel, and procedure, and advises the board on all phases of the building program. As the educational leader of the community, he suggests and takes responsibility for studies which need to be made showing plant needs. Collects and interprets data. Advises and assists school and community groups in cooperative planning. Acts as agent of the board on all phases of the program.

The school staff. Provide assistance and advice on educational program, facilities needed, operation and maintenance of such facilities.

Assist in planning and carrying out studies. Aid in the interpretation of findings. Prepare educational specifications and space requirements of contemplated school plants.

Educational consultants. Confer with superintendent of schools, educational staff, and state authorities, and advise the school board through the superintendent of schools on functional and educational layouts of floor plans.

Local governmental groups. Advise on matters for which they have legal responsibilities. Make sure that final program meets the legal requirements for which they are responsible.

The state department of education. Advises the local groups on procedures, state regulations, and other matters. Provides technical assistance and information to the local district. Assists in the planning process on request. Gives such formal supervision and approval of the building program and building plans as required by state law and regulations.



Architects. Advise the school board (through the superintendent of schools) on phases of the program for which they have technical training and experience. Translate the educational program for which plant facilities are needed into building design and specifications. Advise on letting of contracts. Supervise or direct the supervision of construction. Recommend approval and acceptance of completed building. Supplement his services, when necessary, by consulting specialists such as landscape architects, heating, ventilating, electrical, structural or acoustical engineers.

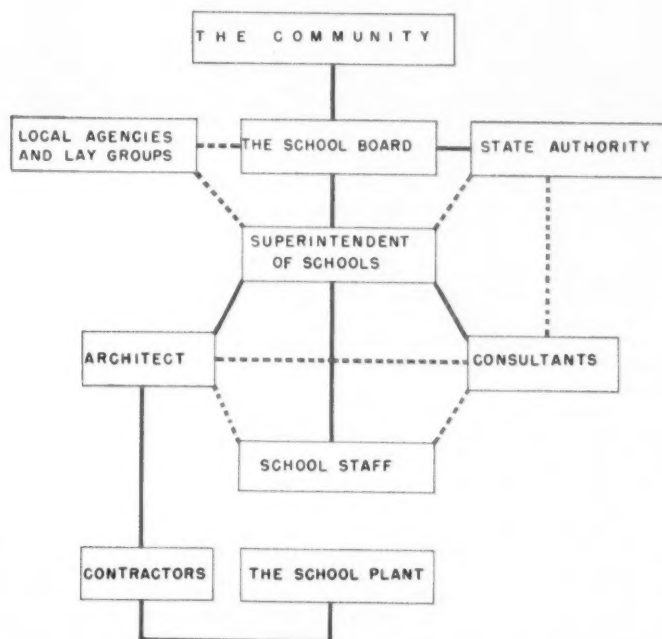
Consultants (other than educational consultants). Advise on such matters for which employed, and for which they have preparation and experience.

Contractors and builders. Construct the plant in accordance with the approved plans and specifications. Accept responsibility for expert craftsmanship and skilled workmanship in executing the drawings and specifications under the supervision of the architect and the owner's designated representatives.

Relationships

The school board is the legal agent for the community, and therefore acts as the owner. The board reviews and approves proposals and recommendations, and employs all personnel and authorizes payment of employees and work. It proceeds under state and local law, and makes certain that state and local regulations are met. *The superintendent of schools is the executive officer of the school board and is responsible for seeing to it that the policies and decisions of the board are put into effect.* All personnel are responsible to the school board for the work assigned to them, through administrative channels as established by the board.

The school board in carrying on its school plant program may appoint a coordinator of the entire enterprise,



Solid lines indicate lines of responsibility. Dotted lines indicate cooperative planning relationships.



to be responsible to the board for developing proper understanding of jobs to be done, allocation of tasks, coordination of functions and jobs, and effecting orderly procedures leading to the efficient completion of the entire enterprise. This coordinator should be the best and most efficient person available.

When the board's executive officer, the superintendent of schools, has the preparation, skill, and experience, he ordinarily is made the coordinator. Where the superintendent of schools does not have such training and experience, or the necessary time from his other duties, he should recommend to the board the appointment of the most competent person who can be secured to act on his staff as the coordinator. No person should be selected because of the title he holds or because of other responsibilities he has for the program. Above all, the coordinator should be chosen because of his ability to organize the work of all groups and to obtain the best efforts of all people and groups working on the program.

Functions

I. *The functions of school administrators and educational consultants in school plant planning:* (The functions listed under this heading include those to be performed by the administrative and supervisory staff, teachers, lay groups, and educational plant consultants employed by the local school board or provided by the state. Findings and recommendations resulting from these functions become instructions to the architect when confirmed by the superintendent of schools and approved by the school board.)

(a) Conduct surveys including contemplated programs of school and community services, distribution of school population and trends, satisfactory local school district organization, and evaluation of existing school plants. Architect's advice is necessary in inspection of existing buildings for structural adequacy and re-

modeling and alteration possibilities.

(b) Develop and recommend long-range master program including the location, type, size, and priority of projects.

(c) Integrate the school plant program of the community, state, and regional planning agencies.

(d) Recommend the selection and acquisition of sites. (In the performance of this function the architect should be consulted as to the suitability for building.)

(e) Provide the architect with drawings and data satisfactory to him showing property lines, topography, utility lines, and soil tests.

(f) Recommend to the board of education the type and amount of equipment and furniture for each space.

(g) Determine the requirements for shelving, cabinets, and closets for the care of books, supplies, and cloaks; and suggest physical means of meeting these requirements.

(h) Interpret state department of education requirements and suggestions.

(i) Prepare and recommend to board of education a set of instructions for the architect including "educational specifications" (or "design data") as to spaces and facilities to be incorporated in preliminary studies.

(j) Consult with the architect during preparation of preliminary studies so as to assist in the interpretation of the educational program, and to review architect's preliminary studies and suggest necessary revisions.

(k) Review and approve preliminary drawings with instructions and suggestions, and recommend to the board of education that the architect proceed with working drawings and specifications.

(l) Work closely with the architect, particularly during the periods of preparation of preliminary drawings, cost estimates, and equipment layouts.

(m) Review and recommend approval of working drawings and specifications.

(n) Review advertisements and bid forms, tabulation of bids, recommendation of contractors, and preparation of contract documents.

(o) Recommend approval of necessary change orders recommended by the architect.

(p) Inspect and recommend acceptance of completed job with architect's advice.

(q) Recommend selection, purchase, and placement of furniture and equipment.

II. *The functions of architects in school plant programs:*

(a) Provide consultative services to educational officials.

(b) Review with the educational staff the educational program and proposed schedule of facilities preparatory to making sketches.

(c) Prepare preliminary studies and revise as instructed.

(d) Interpret the application of building codes.

(e) Determine structural materials.

(f) Provide educational officials with cost estimates.

(g) Prepare final working drawings and specifications, advertisement and bid forms, tabulation of bids; recommend contractors and provide information for the preparation of construction contracts and bonds.

(h) Direct the supervision of construction, provide large-scale drawings, check shop drawings, and interpret drawings and specifications to the contractor.

(i) Check progress of work, issue payment certificates, recommend final acceptance, and in general administer the total construction process.

(j) Provide educational authorities with final set of drawings including on-job changes and corrections.

III. *Cooperative Functions:* (Although cooperation is essential to the successful performance of the functions listed under I and II, the following are types of "special determinations" which must be arrived at cooperatively between educators and architects.)

(a) Determine general type of architecture and height of building.

(b) Determine a schedule of facilities to be included in each project in terms of the number, capacity, area, and use of each type of room or major space.

(c) Determine types of sanitary, heating and ventilating equipment.

(d) Determine type and finish of flooring, ceiling, and interior walls.

(e) Determine orientation, fenestration pattern, and classroom ceiling heights.

(f) Determine type and intensity of electric lighting installation.



At the International Holiday Camp at Moulin Vieux, France, these children learn they are world citizens.

UNations photo

The Nations, the Peoples and the Schools

THIS month the editor is using the Planning Section to present the views of unusually competent individuals who have had rich experience and opportunity for intelligent observation of the educational structure and program of countries in various sections of the world. What should teachers and administrators know about education in other lands? What should American schools teach about international affairs? How can the schools of the world be mutually helpful to one another? These are questions which are important to every community today.

The material in this section provides much substance for thought; it should stimulate further study and consideration. Finally, the story told on the following pages presents a summary of formal education as it exists in the greater part of the world in 1952.

The Far East

Aggression Calls for Educational Preparedness

THOMAS E. BENNER

LIKE the bursting of a flare over a battlefield the communist invasion of South Korea on June 25, 1950 lighted up the entire Far East. It revealed with shocking clearness the Soviet strategy for the conquest of the peoples of that area, most of them newly liberated, economically weak, politically inexperienced, and educationally unprepared.

China, having in 1923 turned to Soviet Russia for help in training her armies after such help had been refused by the United States, Great Britain and France, had fallen victim to the resulting communist subversion and was now an effective Soviet tool. The fall of Korea, which Moscow expected to be a matter of a month or so, would box in Japan on all sides except the East. Chinese communist resources could then be concentrated in an all-out drive against Indo-China. The panic resulting from these disasters would facilitate well-timed programs of subversion, then at their peaks, in the Philippines, Malaya, and Burma. Domination of the entire Far East with the possible exception of Japan and Formosa seemed almost within Moscow's grasp.

The Western World is dependent in important ways upon the Far East. From these countries, for example, come 95 percent of the world's raw rubber and 61 percent of the world's tin. Communist control would subtract these materials from western resources and add them to Soviet resources. It would cut the sea lanes between Europe and Japan, Australia and New Zealand.

Thus the unhesitating American decision to aid South Korea in her resistance to communist aggression and the equally prompt U. N. support of that decision resulted in the complete upset of the communist time-table for the conquest of the Far East and gave the nations of that area time and motivation for the more rapid building of economic and political, as well as military, defenses and of the underlying educational programs without which economic and political progress is impossible. This was a major victory for the free world.

In most of the Far Eastern countries movements for educational reform were under way in the thirties. Invasion and occupation by the Japanese interrupted and

confused this trend. But with the Japanese surrender in 1945, pressures towards educational reform were intensified. Everywhere there appeared programs to reduce illiteracy, to make elementary education more universally available, to develop better vocational and technical education, and to improve health education. Assistance from UNESCO and from the United States has helped to accelerate planning and action.

Illiteracy Major Handicap

Except in Japan, where 90 percent of the population read and write, illiteracy is under attack as one of the major handicaps of the Far Eastern countries. In Indonesia, for example, where the government estimates that less than 5 percent of the population were literate when independence was achieved, it is claimed that more than one million have since learned to read and write. Thailand has increased the popularity of adult classes by adding instruction in vocational subjects.

Everywhere there is a demand for elementary education and a desire to increase its availability. In Burma, for example, a UNESCO mission reported in 1951 that extension of compulsory education requirements was not necessary at that time because popular demand was already straining available facilities to the limit.

The improvement of vocational and technical education is regarded throughout the Far East as a necessary first step towards economic improvement. In Indo-China, for example, where little education of this type had been available, a program has been initiated for the training of master craftsmen in such fields as cabinet-making, ceramics, engraving, electricity and surveying. Hanna reports accelerated development of vocational schools and institutes in the Philippines since the war.

Except in Indo-China where French is used, English

Dr. Benner was in Korea on a State Department grant when the communist invasion began. He returned to Korea in 1951 as educational consultant for UNESCO and UNKRA. He is Professor of Education at the University of Illinois.

South Korea needs major assistance to rebuild educational facilities destroyed by communist invasion.



UNations photo

Young Philippine girls study in the library of the East Asia Science Co-operation Office at Manila.

is being stressed in secondary schools and higher institutions as the means of access to technical and scientific literature. Universities and related professional schools are being expanded, strengthened, and reformed. The desire for higher education is so great that in the Philippines, for example, some institutions have been opened as strictly commercial ventures, taking advantage of the increased demand which the standard, war-damaged institutions could not satisfy.

UN, US Influence in Japan, Korea

Because of particular responsibilities which the United States and the United Nations have carried in Japan and Korea, special comments about education in these countries are offered here.

Japan. Illiteracy, it is estimated, does not exceed ten percent. Nine years of schooling are compulsory, extending through the six elementary and three lower secondary grades. Vocational, technical and professional schools have made important progress towards rehabilitation and reform. In fact, reforms are under way at all levels, stimulated and assisted by visits of American specialists to Japan and by grants and scholarships for Japanese to study and travel abroad, especially in the United States. Indeed, compared to the educational assistance which has been given to Japan since the war, that given to the victims of her aggression, the other countries of the Far East, is relatively meager.

Korea. When liberated from Japan in 1945, Korea found herself not only divided at the 38th parallel by

Russian-imposed communism in the North, but weakened in her fight for survival in the South by almost complete lack of trained and experienced leadership, which her Japanese slave-masters had for forty years progressively pre-empted for themselves. Russia, meanwhile, had for twenty years been educating Korean refugees from Japanese oppression for the tasks of communist subversion, revolution and dictatorship.

Aid Limited So Far

The communist invasion interrupted the beginnings of educational reform in South Korea, destroyed school buildings, dispersed teachers and pupils, and plundered, damaged or destroyed libraries and laboratories. American military authorities have, until recently, limited aid for educational and other rehabilitation to a pitiful minimum on the ground that all energies and resources were needed for carrying on the war. Significant first steps have been permitted in recent months, however, which, if continued and expanded, will bring new hope to the education-hungry Koreans. Even scholarship assistance for study in the United States was cut off after the communist invasion by unfavorable decisions of the then American ambassador. As this article is written a change in this policy is rumored.

So severe is the blow which South Korea has suffered that major assistance is needed if the country is to lay the educational foundations for the economic, political and cultural renaissance which is the dream of Korean leaders.

Education in Europe is a State function. The function of the State ranges from the complete subordination



UNations photo

Children in Dusseldorf, Germany, line up for soup outside the former air raid bunker that serves them as a schoolhouse.

Europe

Education for What?

ALONZO G. GRACE

Professor of Education and Associate Dean
School of Education, New York University

ARISTOTLE said in his *Politics*, "That which contributes most to the permanence of Constitutions is the adaptation of education to the form of government." The aims and spirit, structure, and management of education are based upon the aim of the State and the nature of government. Education in Europe is a State function. The function of the State ranges all the way from complete subordination of the individual and application of the totalitarian indoctrination formula to attain the State's objectives to the maintenance of a free society for free men.

The aim and spirit of education in Europe varies, naturally, according to the nature of the State and the function of government. The Ministry of Education represents the State's interest in education. The role of the Ministry also, varies from State to State, and the degree of freedom enjoyed by the local authority ranges from zero or a minus quantity in the case of the totalitarian or totalitarian controlled States to a reasonable partnership in the case of England.

A tightly centralized control at the Ministry level is evident in Norway. The complete devotion of Norwegian educators to the ideal of freedom was responsible for their successful resistance to Hitler's effort to impose the Nazi doctrine through their Quisling Ministry, yet the danger of the centralized Ministry always is the possibility that it could fall into evil hands.

Centralized Control in Norway

The Norwegian people never have been willing to endure arbitrary and unrestrained power from above. The feeling for law and order, the rights and responsibilities of the individual, the place of the state in the lives of men and the inviolability of the home are deeply rooted in the minds of Norwegians. These ideas of freedom and democracy have found expression in the Norwegian Constitution.

Four important concepts underlie the Norwegian educational system:

- The primary aims are the fullest possible development

of the abilities and energies of each individual student and the development of the personality of each student as an individual as fully as possible.

- The development of pupils as free human beings in the belief that fully developed free human beings are the best citizens for a free community, and that schools of a democratic society must be democratic schools.

- Equal access to an education irrespective of race, creed, economic status, social class, or political preference of the parent.

- The opportunity to choose the direction for further education following the compulsory period of seven years in the elementary school.

Education in West Germany

West Germany today has no Kultus Ministry at Bonn. Education has been decentralized to the *Land* or state level. In each *Land* the constitution sets forth clearly the responsibility of the state for education and the recognition of the right of the parent to select the kind of education he desires for his children. The Ministry still is the final authority in practically all educational matters. The aim and spirit of education, in spite of small islands of democratic ferment, differ little from the pre-Hitler era. Education has not caught up with educational progress in many other European countries.

Before Hitler's advent all German children attended the *Volksschule* or the elementary school for at least four years. At the close of the fourth year, when the child was about ten, the decision as to whether he was to prepare himself for a profession or a trade was made. By selective procedures which were influenced in part by the social-economic status of the parents, those who were to prepare for the professions entered one of the higher schools of which the gymnasium is most widely known. These schools are tuition institutions.

The others continued in the *Volksschule* for another four years, at the close of which they selected their future vocation with the assistance of the Labor Office, which is not connected with the schools. They then continued full-time or part-time in vocational schools. Although 10 to 25 percent, the number varying in the different states, entered the higher school-university preparatory program, by the close of the program their number had been reduced to less than 5 percent. Fewer than 10 percent of all vocational school children attended full-time vocational schools; the others were in part-time school programs an average of five hours per week and spent the remainder of their time in on-the-job apprenticeship training. Because of emphasis on specialized vocational preparation in all these schools, there was little time for general education, education for citizenship or other phases of functional education such as health education.

Basic to this emphasis on specialized vocational preparation was the assumption that there are two groups of people: the intellectually gifted who are to become the leaders, and the less gifted, incapable of scientific thinking, who must carry on the work of commerce and industry. Emphasis for the first group was on academic

education; for the second group the emphasis was on specific job preparation.

German educational psychology, comparable to the faculty psychology of 1900 in the United States, contended that the child's ability to think developed at about the age of ten; that this necessitated the segregation of the intellectually gifted into separate programs and in separate buildings. As a result, a multiple-track overlapping system of schools developed. After a child had moved ahead on one track it became increasingly difficult for him to transfer to another track. Thus there developed two kinds of education of different quality for two kinds of people—leaders and followers.

Consistent with this concept of leadership was a concept of authority focused not in the masses but in the specialist. Authority in education was centered in the State Ministry of Education. The teacher and administrator were appointed and assigned by the central authority. As experts within their realms, the administrator and the teacher, too, were authorities. The public, the parents and the pupils had little or no responsibility for the educational program or opportunity to make their wishes known. As might be expected, there was little or no democracy in the classroom, particularly in the academic higher schools.

The totalitarian formula, whether it be Nazism or Communism, differs very little. Under Hitler the aim of the State through the party was "to bring about a revival of the German people on its natural foundations of race, blood and soil and to lead it toward its goal of perfection and its historical mission in the world through a reorganization of the national and governmental structures and by means of a culture and scale of values corresponding to the fundamental German character."

School Reform Under Nazis

The National Socialist or Nazi school reform embraced four principals: Uniformity in the meaning and objectives of all instruction in accordance with National Socialist ideology; reformation of the organization, curriculum and teaching methods in accordance with this policy; breaking down the "aloofness" of the schools by establishing a close contact between the schools and the realities and exigencies of national life; and consolidation of the separate courses of study in a single over-all curriculum consistent with reality and ideology. These principles applied equally to all levels and types of schools. The schools system was brought into line with the new agencies of national and youth education (Hitler Youth, S.A., educational student organizations, Labor Corps).

East Germany, together with the conquered satellites, is the prisoner of totalitarian indoctrination. The *Wiener Tageszeitung*, 2 September 1949, had this editorial on the "new school" in East Germany:

"The New School" is the latest propaganda pamphlet?—Oh no, it is the latest scientific work of the East-German Peoples Council. It contains no more and no less than the new school plan for the East-German schools, to which the teachers have to subject them-

Cultural Cooperation — Not "Penetration"

selves unconditionally, if they themselves do not wish to personally experience 'The New School' in a concentration camp.

The "American Menace"

"One might be allowed to think that a school plan is a serious matter of concern for a country. But it's different in the East-German peoples democracy. The first pages of the 'New School' pamphlet show photographs out of American magazines: for example, a small boy competing in the well-known soap-box derby, with the title 'America educates its children for war'; or a boy chewing gum, with the title 'This is the way culture looks in America'; or a young girl using lipstick, with the title 'In America young people are infected.' So much for the first pages of the New East-German school plan.

"On the next page, however, one can read in black and white what is meant by these pictures out of American magazines. It starts out this way: 'What do the German Teachers say to this? Are they aware of the danger of American education? It works with all methods—with chewing gum, oranges, soap-box derbies, films and magazines. It is a new form of the Fascist scourge. One only has to look behind its camouflage. It is therefore the duty of our teachers to seek advice from the great educators of the Soviet Union, for example Jessipow and Contschewow.' In order to save teachers the pains of looking up the works of the great Soviet educators, there follows immediately in the new school plan several extracts from the publications of both of these Soviet educators.

"In these it is stated literally: 'We have the task of creating peaceful people in a paradise of peace. In this, we have to begin with the three-year olds. In their play, the children reflect their surroundings in daily life. Therefore, we see to it that our children play Red Army, have flags in their hands and the badges of infantry, navy and aviators on their clothes and hats, and that they walk to the tunes of a march. Here children find several small sticks. These are interesting construction materials out of which trucks, tanks, a house, a gun and other things can be made, and all this already in the third year of life.' This can be read word for word in the new East-German school plan on page 57 of 'The New School' published July 1, 1949, and the East-German peoples council subscribes itself as responsible for this—that is the future parliament of the East-German democracy. And what does the teaching profession say to this? We hope that it is well aware of the danger of American education and goes to the new school as the 'New School' describes it."

The structure and management of education in England seems to lack any underlying philosophy. Yet, the English view education as a State function. The primary responsibility of the State is to see that every citizen is provided a basic minimum education. The responsibility of providing this basic minimum is placed on parents who must send their children within the compulsory age for school attendance to an approved school, public or private. Advice, consultation, financial assistance and flexibility characterize England's educational system. There is a deep belief that freedom must prevail if there be progress, initiative, and character as this applies to institutions. State control follows the annual grant but the State does not prescribe curricula, courses of study or any matters that affect the development of free citizens in a free nation.

French Education Centralized

In France, of course, education is highly centralized. Principles underlying the system today in large measure developed during the French Revolution. However, a certain amount of responsibility is left to the local authorities, the families and the personnel in the founding and building of schools, the appointment of personnel, administrative and educational control and the application of the curriculum. This represents the beginning of a movement towards decentralization.

The greatest variation in educational organization among the European nations is in the secondary school. Admission to secondary school may be related to the economic ability of parents, social class, ability to pass admission examinations or the expected length of time the child will remain in school. Pre-Hitler Germany required each child to make his vocational decision for life at the age of ten. Thus, 90 per cent of these children were directed to a middle school and thence into a part-time vocational school or apprenticeship. Only two comprehensive secondary schools have been authorized in England, though the Labor Party has expressed complete support for the program. Secondary education the world over is generally selective and restricted to certain classes. Admission is by examination. Many countries charge fees for secondary education.

No country limits schooling during the period of compulsory attendance because of the parents' inability to pay fees. Help, also, is given to pupils who must travel or reside away from home. Coeducation, with few exceptions, is the general plan in the primary schools. Secondary schools, however, more generally are organized on the principle of the separation of the sexes.

All Education's Ultimate Goal

Each nation has its own conception of education. Cultural systems vary with nations. Neither education nor cultural relations should be used as political instruments. We need cultural cooperation the world over rather than cultural competition or penetration. We all need a better understanding of each other. Perhaps education may be the vehicle for the accomplishment of this goal.

What Should We Teach About International Affairs?

WILLARD E. GIVENS

**Executive Secretary Emeritus
National Education Association**

THERE are several facts that demand our attention whether we are in the United States, in China, in Egypt—where you will. The first is that science and technology have reduced this earth of ours to a neighborhood.

The second fact is one we are reading about in our papers every day and it is an alarming fact in many ways. It is that all the colonial peoples are demanding national status. They are rising up on every side and saying, "Why do we have to remain colonials? Why can't we have what the United States got in 1776? Why should we remain in this condition?" These are honest questions. They are questions we can't sidestep.

The third fact is that two-thirds of the people of the world at the present time are living under feudal systems. In a democracy, we have a government of the people, by the people, and for the people. In a feudal system they have a government of the landlords, by the landlords, and for the landlords. Ten percent of the people in those countries live in luxury; ninety percent of them live in ignorance, disease and hunger. Two-thirds of the world's people find themselves in this vicious circle of ignorance, disease and hunger. And they are asking: "Why can't we be educated? Why can't we have doctors? Why can't we have food?" More honest questions that demand honest answers.

Another fact to be emphasized is that many of these people all around the world know that it is possible economically and technically for every country to live differently from the way in which two-thirds of them are being forced to live at the present time.

The next reality is that war constantly threatens and that the threat is coming from Soviet Communism. Our country, being the leading country among free men, is being attacked constantly in every way that Communism can attack without bringing open warfare.

Look to U. S. for Help

The next and most startling one from our standpoint is that our country today holds the commanding position among the free peoples of this world and that they are all looking to the United States—the greatest democracy of the world—for leadership and for help. The sad part of it is that we have very few people in this country who know what is in the minds and the hearts of these peoples who constitute two-thirds of the population around the world. Democracy is not going to mean much to them unless the greatest democracy in the world helps them to help themselves to a better situation than their present one.

There is one fact in this whole situation that is becoming increasingly more of a factor. This fact is that one-third of the people of this world are white—and two-thirds are not white. The color issue—whether it be in

relation to the yellow race or the darker skinned races—is affecting this whole situation. Do not think that Russia is not taking full advantage of it on every side.

Credo for Youth

The time is overdue for us to give serious and constant consideration to the very important question of "What should American school children be taught about international affairs." The National Education Association asked this important question of one hundred distinguished American leaders. Their answers helped the NEA to formulate the following suggestions. We believe that all of our youth should:

Realize that civilization may be imperiled by another world war.

Want a world at peace in which liberty and justice are assured for all.

Know that nothing in human nature makes war inevitable.

Believe that education can become a powerful force for achieving international understanding and peace.

Know and understand how people in other lands live and recognize the common humanity which underlies all differences of culture.

Know that narrow unlimited national sovereignty is a threat to world peace and that nations must cooperate to achieve peace and human progress.

Know that modern technology holds promise of solving the problem of economic security and that international cooperation can contribute to the increase of well-being for all men.

Have a deep concern for the well-being of humanity.

Have a continuing interest in world affairs and devote themselves seriously to the analysis of international problems with all the skill and judgment that they can command.

Act to help bring about a world at peace in which liberty and justice are assured for all.

Nations do not enjoy for any great length of time one freedom, or a few freedoms, to the exclusion of others. The great human freedoms stand or fall together. Fundamental to all of them is the freedom to learn which characterizes the public school. Prosperity for all and ignorance have never been teammates at any time in the history of the world.

Among the many things which our country can make available to the free world is our concept of the public school. The public school has contributed much to the preservation of our liberty.

Throughout the world, among upward struggling peoples, wherever parents share in the aspirations of their children, the American public school is being adopted. It should play an increasingly important role in the international scene.

Long after hostilities ceased, education in parts of Greece remained at a standstill due to guerilla warfare.

The Near East

The Mysterious (and increasingly literate) East

C. O. ARNDT

SOME seventy-five years ago a poet wrote of the impact of West on East in these lines:

*The East bowed low before the blast
in patient deep disdain;
She let the legions thunder past,
and plunged in thought again.*

Today these verses are no longer applicable—the East has moved from contemplation to action, and is now closer than it has been in many centuries to its ancient role of creator. From the Near East we have received most of the plants and domestic animals with which we are familiar, the art of metallurgy, the lore of the scribe, the arts and the drama, and a religious way of life which, whether or not we attend divine services, regulates our everyday behavior.

To describe the civilization of this increasingly important section of the world within the confines of one article is manifestly impossible—it comprises a variety of languages and cultural subdivisions rooted in 5000 years of history. Luckily, we need here consider only one aspect of that complex culture . . . the educational systems of the various Near Eastern countries.

Greece: The first public elementary school in Greece was established in 1828 and elementary education for the entire country was set up in 1834. Elementary education was of the 4-3-4 type until 1917, when the intermediate three-year "Hellenic School" was abolished and the elementary school became a six-year one for all children. Education since 1834 has been compulsory for all children from seven to fourteen years of age, unless a pupil has completed elementary education earlier. This law is the oldest of its kind in Europe.

Out of the 11,000-odd urban and rural communities in Greece, over 9,000 have public elementary schools. Since there is no farm system in Greece and the people engaged in agriculture live together in villages and hamlets, education does not face the problem usually met in rural areas where students must travel some distance to the school.

Greek secondary education was organized about the same time as the elementary. Until 1917, it was, in effect, a two-stage education, consisting of a three-year Hellenic school like the old Latin grammar school of Western Europe, and a four-year Gymnasium like the German

school. Since then it has changed many times without finding its proper balance.

There are approximately 500 secondary schools of all types in Greece. In towns with one secondary school there is co-education. However, in the larger cities separate schools are provided for boys and girls.

Greek school plants, long poor and inadequate, suffered further during the war. Practically all school equipment was destroyed. For a long time after the end of hostilities education in certain areas of the country was at a complete standstill due to guerilla warfare. It is hoped that with the return of peace the Greek government can restore and modernize the country's educational facilities.

Turkey: Despite the agricultural character of Turkey and the persistence of old ideas, the Turks have made great strides in wiping out illiteracy and improving education. Illiteracy has dropped, since the establishment of the Republic, from 90 percent to 40 percent and schools have been increased by 200 percent. Altogether there are about 15,000 schools of various types in Turkey today. Elementary education is compulsory for children of both sexes between the ages of seven and fifteen. There are upwards of 2.5 million children in elementary schools as compared with only 350,000 in 1924. The current figure would be greater if Turkey had more qualified teachers, but training enough teachers to serve 40,000 villages takes time.

In the late thirties the Turks began to train village school teachers, and to establish village institutes to teach bright rural youth simple new agricultural methods, which they would introduce in their villages by example. The Anatolia peasant can be most readily persuaded to adopt new ways by a member of his own community.

These village institutes are actually trade schools, built in the country by the students themselves. Selected graduates of village schools receive five years of higher education and vocational training. The boys get a first-hand knowledge of improved farming methods, crop care, simple medicine and veterinary surgery, and the rudiments of caring for simple machinery. The girls

Dr. Arndt, since 1947 Professor of Education in International Relations at New York University, is recently returned from extensive travels in the Near East. During 1942-46 he served with the U. S. Office of Education as Chief, Near and Far Eastern Office of Education.

learn home economics, child care and practical nursing and are trained to be village elementary school teachers.

After graduation, the students are expected to return to villages in their own area, there to continue normal rural life, putting into practice what they have learned and teaching their fellow villagers. However, there are at present only 21 village institutes to serve a rural population of 21 million.

Syria and Lebanon: The newest independencies of the Arab Near East, having achieved their status as republics in 1945, are Syria and Lebanon. Since that time they have striven valiantly to improve their educational standards. Lebanon has two unique educational features which distinguish it from education in the rest of the Arab world. First, Lebanon has the highest literacy rate in the area and some 70 to 75 percent of the children of primary school age are attending school. The second distinguishing feature is that this comparatively advanced stage has been reached largely through the efforts of private and foreign schools rather than public schools.

Both Syria and Lebanon were under French mandate from the end of World War I to World War II. Therefore, it was quite natural that their educational systems should be patterned after the French. However, in 1944 Syria passed an educational law which was a radical departure from the French system. Lebanon, on the other hand, has no complete public educational system. Only by relating it to the systems of private and foreign schools—which, between them, provide all secondary education—does it become a complete, though diversified, system. Primary education in Lebanon is entirely free, except that pupils provide their own books. Primary education in Syria is free and compulsory. Those desiring to attend the secondary schools are charged a small fee.

Enrollment in all schools in Syria and Lebanon has greatly increased since World War II, but the equipment in most of the schools is very poor. Nevertheless, the standards of these schools are being improved and brought to par with other countries in this part of the world.

Israel: The Israel school system is an outgrowth of the Hebraic school originated by the Zionists in 1880. During the British administration of Palestine (1918-1948) the Mandatory Government recognized the educational autonomy of the Hebrew school system, but placed it in the category of privately maintained schools.

Since the establishment of the State of Israel, the educational system has been attempting to keep up with the population's rapid growth. Due to the enormous influx of immigrants, and the compulsory education law (for children aged 5-13 and for youths aged 14-17 who have not completed their elementary education), enrollment increased from 97,000 in 1948 to about 260,000 at the beginning of the school year 1950-51.

Schooling of immigrant children begins with their ar-

rival in the transition camps. Immigrant parents are obliged, in conformance with the compulsory education law, to have their children attend camp schools.

With all the shortages and difficulties encountered in trying to provide adequate schooling for every child in the country, the educational authorities are very proud of the fact that by 1951-1952 they still did not have to resort to austerity measures in matters of pedagogy or to the curtailing of hours of instruction.

American Influence: In the United States we take free primary and secondary education for granted. In the Near East there is today a strong desire similarly to establish free primary and secondary education for all youth.

Located in this area is a group of seven private non-sectarian American educational institutions affiliated with the Near East College Association. They are: Anatolia College, Thessaloniki, Greece, founded in 1886; Athens College, Athens, Greece, founded in 1925; Robert College, Istanbul, Turkey, founded in 1863 (the

Eastern Educators Tug at Bootstraps

oldest American educational facility of higher learning outside the United States); The American College for Girls, Istanbul, Turkey, founded in 1871 (the only foreign institution in Turkey granting degrees to women); The American University of Beirut, Lebanon, founded in 1866 (America's largest overseas non-sectarian educational institution); International College, Lebanon, founded in 1891; and Damascus College, Syria, founded in 1945.

These schools bring to the peoples of the Near East the best of American educational theory and practice. The colleges are supported in the main by Americans, and administratively and instructionally the leadership is still largely American. However, native leaders and administrators steadily are assigned larger responsibilities.

This is an important list of outposts of American culture in the Near East. They are valuable centers from which culture and education in democracy have been and are spreading in ever-widening circles in that sensitive and vulnerable part of the world. If we believe that a 15-minute radio program—like, say, the Voice of America—is effective, or at least worthwhile in cultivating an appreciation of the United States, we surely recognize the importance, in terms of international understanding, of the fact that six thousand-plus students spend more than eight hours a day during four to ten of their formative years in these American Schools.

In this way we in the United States are repaying, in some measure, our debt to the "Cradle of Civilization."

Community-Wide Celebrations Mark Ceremonies Awarding Bronze Plaques to Winners of SCHOOL EXECUTIVE's Competitions

Community-wide celebrations marked the ceremonies when bronze plaques and citation scrolls were awarded to the ten winners of the 1951 National Competitions for Community Improvement and Better School Design sponsored by THE SCHOOL EXECUTIVE.

The purpose of the Competition for Community Improvement was to stimulate school systems to give increasing attention to means of improving their communities. The National Competition for Better School Design was conducted to encourage more creativeness in the design of new school buildings for economical, aesthetic and socially useful results.

Orangeburg, South Carolina, one of the winners of the Competition for Community Improvement, arranged a full day of activities beginning with a tour of the city for Dr. Walter D. Cocking, Editor of THE SCHOOL EXECUTIVE, who made the award. A special luncheon, a PTA reception at the Country Club, and a dinner for out-of-town guests followed. The day was climaxed with a City Schools Award Celebration at the Fair Grounds Stadium which drew a crowd of 6,500. Representatives of state and Federal government and state education agencies and Presi-

dent R. Wright Spears of Columbia College were on hand to help Superintendent of Schools Edward W. Rushton and the citizens of Orangeburg celebrate recognition of the city's achievement. Newspapers carried daily stories of the coming event for two weeks prior to the award presentation. Superintendent Rushton and the schools received many letters from both educators and laymen across the nation congratulating them for their leadership in the field of community improvement.

Prentice C. Ford, Vice President of the American School Publishing Corporation, awarded a bronze plaque and scroll to the Baltimore, Maryland, public schools at an afternoon ceremony in the Eastern High School Auditorium. Invitations to the ceremony, sent to 117 private and municipal organizations in the city, expressed appreciation for their cooperation and support in making the school's program of community improvement successful. The keynote of Mr. Ford's speech was the school's responsibility not only for teaching fundamental subjects, but also for being concerned with their pupils' attitudes and relationships with their community.

Baker, Oregon, held a formal pre-

sentation ceremony in connection with the first graduation exercises held in their new high school. Rex Putnam, State Superintendent of Public Education, made the award to School Superintendent J. R. Evans. A capacity audience expressed their enthusiasm for the school's community improvement program, and their approval was seconded in many letters of congratulations from educational organizations and leaders throughout the nation.

Community Self-Appraisal

The Stephenson, Michigan, public schools received their community improvement awards at a public dinner held in the high school gymnasium. Preceding the presentation of the honor plaque, local citizens gave a community self-appraisal from the point of view of the medical profession, the farmer, the businessman, the housewife, an elective official, the clergy, the teacher and youth. Dr. Cocking made the presentation to Herbert W. Corey, Secretary of the Board of Education, who accepted the plaque and citation scroll on behalf of the schools and community.

Highlight of the Seventeenth Annual Terrapin Derby Day in Lepanto, Arkansas, was the presentation of



Morris Wallace of Oklahoma A & M made the formal presentation of *The School Executive* awards to William W. Caudill.



Architect Eaton W. Tarbell (seated center) was honored at a dinner sponsored by the Junior Chamber of Commerce.



California architect John C. Warnecke, (right) received his award from E. L. Morphet of the University of California.



Dr. Willard Goslin, r., presented the Lepanto, Arkansas, award to W. D. Holiman, l., and Superintendent McGehee.



Dr. Cocking, editor of *The School Executive*, l., made the award to Superintendent Rushton in Orangeburg, S. C.

THE SCHOOL EXECUTIVE'S 1951 Competition for School Improvement award. Dr. Willard E. Goslin, head of the department of educational administration at George Peabody College in Nashville, Tennessee, and one of the judges for the competition, made the award to W. D. Holiman, president of the Lepanto School Board.

Architects' Awards

Equally significant events were held in connection with the ceremonies awarding bronze plaques and citation scrolls to the winners of THE SCHOOL EXECUTIVE'S 1951 Competition for Better School Design. Newspapers and trade publications carried stories of the winning architects and gave wide publicity to their schools, which represent the best in modern school design.

In Yonkers, New York, an Edward Fleagle Recognition Program honored him as one of the five winning architects of the Competition for Better School Design. During the afternoon the plaque was unveiled at the award-winning Colonial Heights School and the building was open for visitors. At an Inter-Service Club dinner, sponsored by the Kiwanis Club and attended by some 200 members of the Chamber of Commerce, Rotary, Lions Club and others, Morris Ketchum, chairman of the panel of judges for the Better School Design Competition, awarded the plaque and scroll to Mr. Fleagle.

Architect John C. Warnecke of San Francisco, another winner of 1951 Competition for Better School Design, was awarded a bronze plaque

betokening his outstanding achievement in contemporary school design. Professor E. L. Morphet of the University of California's School of Education made the award during an informal ceremony at a meeting of the Richmond, California, Elementary School Board. Announcement of the award attracted much publicity about the already widely publicized Mira Vista Elementary School and its architect.

Dr. R. R. Russell, Superintendent of Schools in Stillwater, Oklahoma, broke the rule of no awards at commencement so that William W. Caudill, architect of Stillwater's award-winning Westwood Elementary School, could receive the plaque and citation scroll. An audience of 1,200 watched as Dr. Morris Wallace, professor in the school of education at Oklahoma A & M College, made the award on behalf of THE SCHOOL EXECUTIVE.

"Eaton Tarbell Day" was celebrated in Bangor, Maine, when visitors inspected the award-winning Vine Street School. A testimonial dinner, sponsored by the Junior Chamber of Commerce and attended by 300, was the occasion of the awarding of the plaque and scroll to Architect Eaton W. Tarbell. Though Dr. Cocking's flight to Maine for the award presentation was cancelled, he nevertheless "addressed" the gathering as scheduled. His address was recorded in New York by the American Broadcasting System and transmitted to radio station WABI in Bangor where it was recorded again for use at the ceremony honoring Mr. Tarbell. The entire ceremony was

broadcast over station WABI later that evening. Both press and radio gave the school and architect widespread publicity.

Design of the Long Beach Elementary-Junior High School in Long Beach, New York, put architects Reisner and Urbahn among the top five winners of the Competition for Better School Design. The formal presentation of their awards will be made on the occasion of the groundbreaking ceremonies for the building.

March 31 Deadline for Application for Gov't Funds

March 31, 1953, has been established as the date by which all applications must be filed with the Office of Education, Federal Security Agency, for funds to help meet operating expenses of local educational agencies affected by activities of the Federal government for the fiscal year 1952-1953 under Public Law 874, 81st Congress, Second Session. This date was announced by U. S. Commissioner of Education Earl James McGrath late in October.

Congress has made available the sum of \$40 million to carry on this program during the current fiscal year ending June 30, 1953. If these funds are not sufficient to pay in full the total amounts which the school districts in Federally affected areas are entitled to receive, payments will be prorated among the eligible applicants.

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application for funds under Public Law 874 should obtain application forms and instructions from the State education agency in the State in which the school district is located.

Educational Organizations Plug Educational TV

The National Education Association strongly supports the movement to utilize non-commercial television channels for educational purposes according to a statement by Joint Committee on Educational Television. In a resolution adopted at its 1952 annual meeting, the NEA encouraged cooperation in the exchange of programming resources from community to community and the establishment of production centers to aid in programming. It approved the appointment of a citizen's commission to assist in the extension of educational television and to appraise the impact of television for educational purposes or for commercial purposes upon the opinion and the social progress of the American people. The association advises that members of such a commission should adequately represent the diversified viewpoints of American life.

Prior to the above action, the American Association of School Administrators adopted a resolution at each of its 1952 regional conventions supporting the Joint Committee on Educational Television and recommended that the Federal Communications Commission reserve television channels for educational use until public schools and other educational agencies are able to provide facilities for their use.

The American Council on Education at its 1952 annual meeting set up this program to further educational TV: create a special staff to stimulate and assist local and regional conferences on educational television; prepare a detailed plan for the establishment of one or more national centers for the production, distribution and interchange of educational television programs; and organize a national commission on educational television composed both

of educators and laymen. This national commission will promote educational values in television, survey existing resources and materials for programming, develop and secure financial support for a plan for the production, distribution and interchange of programs of high quality and take other steps necessary to utilize to the utmost the educational reservations.

Philadelphia Schools Win Television Award

The Philadelphia Public Schools and Station WPTZ, Philadelphia, received the first award made by Ohio State University's Institute for Education by Radio and Television for an in-school-viewing program.

"Operation Blackboard" is produced in cooperation with the Philadelphia public, Catholic, private, and suburban school systems in the area and is watched by students in some 3,000 schools in the greater Philadelphia-New Jersey area every day.

The Ohio State award is recognized as one of the foremost honors educators can bestow upon the broadcasting industry according to Rolland V. Tooke, assistant general manager of Station WPTZ.

San Diego City Schools Plan Religious Education

Plans to put a strengthened program of moral and spiritual education into effect in the classrooms of the San Diego city schools during the spring semester were approved in October by the Board of Education. The Board's action came following a report of the School-Community Advisory Committee on Moral and Spiritual Education, a joint committee of seventeen community and fourteen school members.

The program was reviewed by representative clergymen of the Protestant, Catholic and Jewish faiths in San Diego. The plan incorporates their suggestions and represents agreements reached with all three



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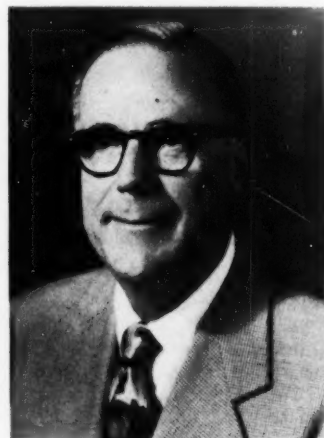
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groups. Their suggestions were primarily concerned with implementing the section of the report which describes classroom and extra-curricular activities for use in teaching about religion and building a reverence for God.

Board members have approved releasing one elementary and one secondary teacher from classroom duties to prepare a specific guidebook for teachers which will include detailed guides and suggestions for teachers on various phases of the program which stresses teaching about religion.



Dr. Robert E. Cralle

Cralle Appointed CASA Executive Secretary

Dr. Robert E. Cralle has been appointed full-time Executive Secretary of the California Association of School Administrators. Glen T. Goodwill, President of the CASA, said regarding the appointment, "It was the unanimous decision of the Board of Governors that Dr. Cralle be selected for this important office because of his extensive professional training and experience, and his undoubted qualities of leadership."

From August, 1951, through April of this year, Dr. Cralle served the United States Army in Japan as a consultant for a training program for Japanese educators in the area of

school administration. He has also been a part-time lecturer in educational administration at the University of California since 1942.

UNESCO Promotes Education in Iraq

UNESCO is helping the Government of Iraq in vocational and adult education and science training. An educational mission is now working in a newly settled farm district to establish primary schools, an adult-education program and a center to train adult-education teachers. At present this district has only two schools accommodating 300 pupils. There are 6,000 children of school age in this area.

A three-man international science faculty has also been sent by UNESCO to help the Government of Iraq establish its first center for organized training and instruction in science at the University of Baghdad. Ten persons from Iraq are now studying abroad on fellowships, gaining the experience and knowledge that will enable them to carry on the work now being done by the experts.

Results of Primary Ballot for AASA Officers

Each year the American Association of School Administrators mails to all members a primary preferential ballot to nominate candidates for AASA offices. The results of the primary ballot for 1953 officers are as follows.

Nominated for president-elect for a one-year term beginning March 15, 1953, are E. L. Bowsher, Superintendent of Schools, Toledo, Ohio; Jordan L. Larson, Superintendent of Schools, Mount Vernon, New York; and H. I. Willett, Superintendent of Schools, Richmond, Virginia.

Nominated for vice president to serve a one-year term beginning March 15, 1953, are O. H. English, Superintendent of Township Schools, Abington, Pennsylvania; Philip J. Hickey, Superintendent of Instruction, St. Louis, Missouri; and Ralph

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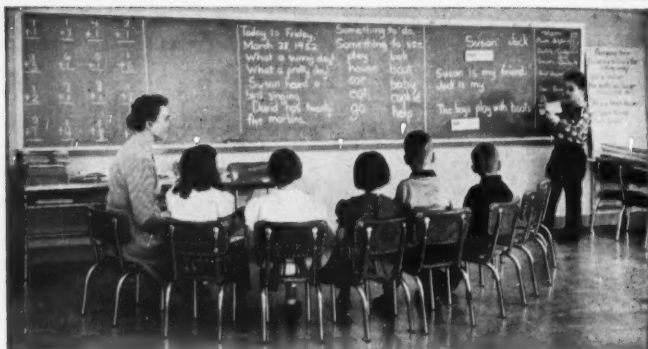
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D. McLeary, Superintendent of Schools, Plainfield, New Jersey.

On the slate to serve a four-year term as member of the Executive Committee are George D. Hann, Superintendent of Schools, Ardmore, Oklahoma; Starr M. King, Superintendent of Schools, Beverly, Massachusetts; and Clyde Parker, Superintendent of Schools, Cedar Rapids, Iowa.

Round-the-World Clocks Designed for Schools

Two new Round-the-World clocks will be installed in the new Jackson Street School in Northampton, Massachusetts, according to Frank Irving Cooper Associates, architects for the building. The clocks have a North Polar projection map of the world as the center of the dial which revolves with the hands. One hand will tell local time and another Greenwich mean time. Black and white numbers indicate night or day.

The architects believe that these clocks will arouse the pupils' interest in global problems and emphasize the fact that we are actually only a few hours away from any part of the world.

Rural Educators Pass Resolutions

Two outstanding resolutions were passed at the Seventh Annual Conference of County and Rural Area Superintendents which was held in New York City, October 12-15. The 900 rural educators who attended the conference agreed:

1. That the organization take the initiative in establishing a national commission to synthesize research bearing upon development of the county or intermediate superintendency, to promote additional research, and to formulate a national policy which may guide the several states in the development of the intermediate administrative unit and its program of services to education;

2. That efforts be made toward recruitment of elementary teachers, es-

pecially teachers for rural communities.

A large portion of the four day conference was devoted to the presentation and discussion of the intermediate superintendency as developed in New York State. An outstanding feature of New York's program is the number of special services potentially available to various school districts through cooperative effort. The intermediate superintendent can help bring these services into reality.

Yale Trains Elementary Grade Language Teachers

Yale University has expanded its Master of Arts in Teaching program to train language teachers for the elementary grades. Theodore Andersson, program director, said, "Grade school language instruction is mushrooming so rapidly that the question is no longer whether languages will be taught in such early educational levels but how it will be taught."

Mr. Andersson set up and guided an experimental French teaching project in two New Haven grade schools last summer. French was taught orally in two third grade, one fifth and one sixth grade classes. Two or three twenty-minute lessons a week were given over the period of a month. By the end of that time the pupils had a spoken vocabulary of about 50 words and had learned French names of common objects, numerals and colors.

The parents of the children who attended the language classes were almost unanimously in favor of continuing the program. The teachers at the two schools voted thirty to one in approval of elementary grade language teaching.

Mr. Andersson declared, "News of the suddenly accelerated trend toward early language teaching is gratifying to thousands of language teachers, but it is distressing to note that there is no adequate provision for expert teaching. The peril is all the greater since neither our children nor parents nor school administrators know for sure when a language teacher is adequately prepared."

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benefits, while administration costs are laudably low.

The Sonotone Professional Table Set No. 50 costs the school but \$66.50 with single receiver; \$70.00 with dual headset. A substantial discount is allowed on orders for six or more. The set operates on regular AC or DC current, and is powerful enough to compensate for even severe hearing impairment.

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Parts I and II "Conserving Our Children's Hearing." ☐

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tinued, which have turned out superior high school and college teachers will now have to produce even better teachers for the elementary schools. Mr. Andersson urged intensification of exchange programs with other countries and establishment of emergency training periods in order to orient foreign teachers into the theory and practices of the elementary schools of the United States.

National Teacher Exams Given February 14, 1953

The National Teacher Examinations, prepared and administered annually by Educational Testing Service, will be given at 200 testing centers throughout the United States on Saturday, February 14, 1953.

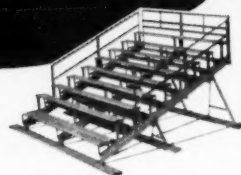
Application forms and a Bulletin of Information describing registration procedure and containing sample test questions may be obtained from college officials, school superintendents or the National Teacher Examinations, Educational Testing Service, P. O. Box 592, Princeton, New Jersey.

Colleges Encourage Public School Teaching

Eight additional colleges have joined the 21 colleges already cooperating with the Harvard Graduate School of Education in a program designed to increase the number of qualified graduates entering public school teaching. Expansion of the program was made possible by an increased grant from The Fund for the Advancement of Education, which supported establishment of the program.

A fellowship plan enables graduates of these 29 colleges to spend a year at Harvard in study leading toward the degree of Master of Education (for elementary school teaching) or Master of Arts in Teaching (for secondary school teaching). Emphasis during this year of study is on a well-organized apprentice or internship experience.

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Pamphlets of Interest

U. S. Office of Education

(The following may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

Federal Funds for Education 1950-51 and 1951-52 gives detailed information on several major Federal government programs providing funds for education. Bulletin 1952, No. 12. Price: 30 cents.

Summaries of Studies in Agricultural Education is an annotated bibliography of studies in agricultural education with a classified subject index. Bulletin No. 248, Series No. 62. Price: 20 cents.

State Provisions for School Lunch Programs, Laws and Personnel contains information relative to the types of state laws which enable the state departments of education to participate in the National School Lunch Program and the varying forms of school lunch organization which exist within the state departments of education. Bulletin 1952, No. 4. Price: 20 cents.

Core Curriculum Development, Problems and Practices points to the problems which perplex administrators wishing to initiate or extend the development of the core curriculum. Bulletin 1952, No. 5. Price: 30 cents.

The Teaching of General Biology in the Public High Schools of the United States is a study by W. Edgar Martin on the organization of the course, nature of the laboratory work and facilities. Bulletin 1952, No. 9. Price: 20 cents.

How Children Learn to Read by Helen K. Mackintosh describes the teacher's part in the reading experience of children. Bulletin 1952, No. 7. Price: 15 cents.

Colleges and Universities

A Guide to Audio-Visual Materials catalogs most of the films, recordings and transcriptions in the field of industrial and labor relations of the last ten years. Free to resi-

dents of New York State. For orders of more than five copies and out-of-state orders a charge of 25 cents is made. Distribution Center, School of Industrial and Labor Relations, Cornell University, Ithaca, New York.

Personal Expenditures for High-School Education is a study of the cost to pupils of attending Wisconsin high schools. School of Education, University of Wisconsin, Madison 6, Wisconsin. Price: 50 cents.

Educational Consultants and Their Work in Midwestern State Departments of Education, a study conducted under the direction of Francis S. Chase, Director of the Midwest Administration Center of the University of Chicago, 5835 Kimbark Avenue, Chicago 37, Illinois.

Guides To a Curriculum for Modern Living by Florence B. Stratemeyer suggests using present concerns of pupils so as to assure learnings of permanent value. It describes how this curriculum approach may be cooperatively worked out at various grade levels, and ways to evaluate progress. Bureau of Publications, Teachers College, Columbia University, New York 27, New York. Price: \$1.25.

Miscellaneous

What We Can Do About the Drug Menace by Albert Deutsch. Pamphlet No. 186. Public Affairs Committee, Inc., 22 East 38th Street, New York 16, New York. Price: 25 cents.

The Cooperatives Look Ahead was written by Jerry Voorhis, Executive Secretary of The Cooperative League of the USA. Pamphlet No. 32. Public Affairs Committee, Inc., 22 East 38th Street, New York 16, New York. Price: 25 cents.

Planning Your Playground, J. E. Burke Playground Equipment Company, Fond Du Lac, Wisconsin.

The Story of Coal, Air and Water, E. E. du Pont de Nemours and Company (Inc.), Wilmington 98, Delaware.

Schools: Plan Before You Build is a report of the proceedings of the Second Institute of School Planning, Edward W. Waugh, School of Design, North Carolina State College, Greensboro, North Carolina.



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The Washington Scene



President-elect Eisenhower and Governor Stevenson both sent their congratulations to William G. Carr upon the occasion of his inauguration as Executive Secretary of the National Education Association. Said the Governor: "It is a pleasure to congratulate you and to wish you well as you take over the duties of the executive secretary of this great professional organization. . . I wish also to pay special tribute to the school people of America, who, with you, render a most valuable service to the children and youth in our democracy. I am happy to make public recognition of this service. . . The welfare and security of our free nation and our way of life depend upon universal education for effective citizenship. Superior citizenship in our democracy is a common aim of statesmen and educators. We must urge upon each other a new and determined effort to promote the virtues and talents of all our children and youth. To this end I commend your finest efforts and pledge my most sincere encouragement and support. I believe that honest and intelligent citizens alone can insure the best possible government on earth."

The General, in the same tenor, extended his best wishes to the new Executive Secretary of the NEA: "As one who has been identified with the work of the Association through my membership on its Educational Policies Commission, I am well aware of the responsibility you undertake in assuming executive direction of your Association. . . . The significant contribution of the National Education Association to the nation's children and youth and its excellent services to the teaching profession are well known."

These communications addressed to Dr. Carr were highlights in the

observance of his inauguration.

The Federal Communications Commission has granted nine construction permits to groups establishing educational television stations. One of the group—New York State—will have six channels in its state TV network. Action is pending on five other applications for channels temporarily set aside by the FCC for educational telecasting. Five educational institutions, to whom channels reserved for educational purposes are unavailable or undesired, have filed for channels accessible to them.

It is safe to predict that a national commission composed largely of citizens not engaged in education will soon be created to support construction and programming of educational television stations. If such a commission is created, its work will be closely correlated with that of the Joint Committee on Educational Television.

The Los Angeles Regional Convention of the American Association of School Administration last March heard movie actress Loretta Young testify to the value of her own experience in education. The brief address was so loudly acclaimed that the presentation will be repeated before television cameras. Kinescopes will be distributed to television broadcasters throughout the United States.

The project is initiated with funds from the Lord and Taylor Award to the Teachers of America, but Hollywood studios are bearing most of the cost of production.

The American Legion, which shocked the educational world last June by the publication in its official magazine of an article entitled "Your Child Is Their Target," mollified educational tempers somewhat by action taken at the annual convention

of the organization in New York City. The article, which in substance accused the National Education Association of taking orders from "a hierarchy" slightly pinkish in hue, was in no way retracted, but two convention resolutions indicate that the American Legion still expects to join educators in defense of Americanism.

One of the resolutions commended the various teacher organizations, such as the NEA and its various state affiliates, for supporting "the American Legion in its fight against subversive groups." The other resolution called upon every member of the American Legion to be on the alert in his community to "defend our public schools against subversive attacks," whether they come from dissident individuals or groups in the local communities, or are inspired by "evil forces, financed, directed and operated by agents of subversion against our nation and against our American way of life."

Programs for the 79th annual convention of the American Association of School Administrators to be held in Atlantic City, February 14-19, are taking shape early. Speakers already announced include Cartoonist Al Capp; Hugh B. Masters, Educational Director of the W. K. Kellogg Foundation; Frank Abrams, Chairman of the Board, Standard Oil Company of New Jersey; Frieda Hennock of the Federal Communications Commission; Mrs. Agnes Meyer, member of the National Citizens Commission for the Public Schools; and Walter Reuther, President of the Automobile, Aircraft, and Agricultural Implement Workers of the CIO.

If the recommendations of the United States Displaced Persons Commission are accepted, we may soon have educational institutions referred to as "DP Universities." The Commission proposes that the nation should "assist in the establishment of a system of free world universities in exile to be associated with existing universities in Europe." The ideal educational opportunity for refugees from communism endorsed by the Commission would include "a free world university of the air to supplement the formal educational programs." This recommendation of the Commission is pursuant to proposals made to Congress by President Truman several months ago.

HEXAGONAL-SHAPED classrooms at the Stockton School, East Orange, N. J., are daylighted with PC Functional Glass Block panels, with vision-ventilation strips. Architect: Emil A. Schmidlin, East Orange, N. J.; General Contractor: Frank Belluscio and Sons, Inc., Unionville, N. J.



There are six sides to this story!

● In adopting hexagonal-shaped classrooms for the new addition to the Stockton School at East Orange, N. J.—with PC Functional Glass Block daylighting on three sides—it was the plan to make available to pupils and teachers the maximum in “see-ability” and hearing, as well as to effect the convenient grouping of students, with flexibility and efficient utilization of space.

Dr. Henry E. Kentopp, Superintendent of Schools for that city, as indicated in an article in a recent issue of *Engineering News-Record*†, “feels strongly that prismatic glass block is the most effective means of controlling and reflecting daylight across classrooms. Clear glass does not do the trick because in practice the glass has to be covered with shades to prevent excessive glare.”

This article further states that, with the installation of 8" PC Soft-Lite® Prism B 55 Glass Blocks, “not one teacher has requested shades for the 5-ft. high panels of glass block—the hollow prismatic blocks keep brightness low, yet deliver at least three times as much light on the corridor side of the room as the usual clear glass installation would.”

This is indeed a convincing “case history” of the advantages inherent in PC Glass Blocks. But it is by no means the *whole* story. For PC Glass Blocks offer a host of other benefits and actual money-savings that are of supreme importance to school executives. So, for complete information, why not fill in and return the coupon?

*T. M. Reg. applied for.

†August 7, 1952

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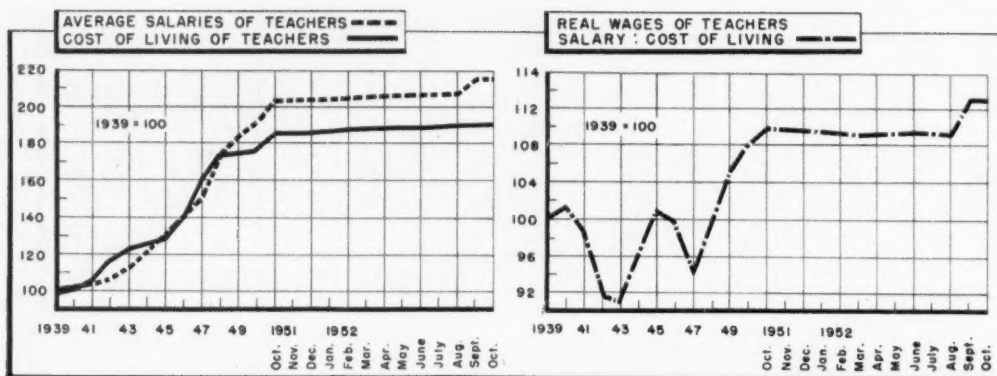
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Teachers' Salaries and the Cost of Living

HAROLD F. CLARK, Economic Analyst
Teachers College, Columbia University

THE index of the real wages of teachers declined very slightly during the month of October. The index of real wages of teachers in October was 112.9 (1939=100). The index in September was 113.0.

September showed its usual sharp rise in the real wages of teachers. Almost every year since the war ended, teachers have had a very sizable increase in dollar wages in September. Then, before the year has ended, the increase has been largely eaten away by a price rise of almost the same amount. This pattern cannot be allowed to continue.

What will happen during the rest of the school year will be determined largely by the cost of living. Fortunately, many factors have combined to create a situation where prices probably can be stabilized.

Stabilization Seen

The evidence seems to be very clear that if prices are left alone they will stabilize or decline very slightly. Seemingly, nothing will change this short of drastic action by the Federal government. A Federal budget of from fifty to sixty billion dollars probably could be carried without further price rise. Drastic action by the government in the field of interest rates might set forth another spiral of inflation. Another round of wage increases far beyond the rise in productivity could also start prices up

again. If one assumes that drastic action will not be taken along any one of these three lines, prospects are for at least stable prices.

The real wages of teachers have reached a new high point since the war. Unfortunately, however, teachers' wages are still advancing more slowly than other wages as a whole. This means that the relative wages of teachers are not improving and this is the crucial matter. The relative wages of teachers still stand in the seventies. There seems to be no solution for this other than to continue to explain to communities that teachers' wages should rise at least as fast as other wages or else there is likely to be a decline in the number and quality of people entering the profession. As a matter of fact, it would take a rise of salaries of about twenty percent to get teachers' salaries back to where they were in relation to other occupations. There seems to be only one way to deal with this matter and that is to get each community concerned about providing an adequate supply of high quality teachers.

Need Personnel Source

Any well run business concern today makes it a major matter of policy to provide a source for obtaining its trained personnel. Each school board should adopt a similar policy. This policy cannot start with just

hiring enough competent people. The policy of the board must begin with the determination of a salary schedule that is necessary in the particular community to encourage high grade people to go into teaching. There is no thought that each community would hire only people from that community. However, each community should raise the issue as to whether that community is providing a number of teachers approximately equal to the number that they need. The time is past when we can trust to chance to give us either the number or quality of the teachers we want.

Once a community begins to study the factors that affect teacher supply some interesting things will probably be discovered. It will almost certainly be found out that a few very attractive salaries in teaching are a great advantage in encouraging people to enter the occupation. A fairly careful survey, recently completed, failed to find any regular classroom teacher at a salary above \$7,800. This looks like a good salary. There were many salaries above \$4,000 in 1939. Prices have almost doubled since 1939; consequently, it would seem as though there should be a good many salaries above \$8,000. A few classroom teachers' salaries at the \$9,000 or \$10,000 level might be extremely effective in encouraging young people to enter the occupation.

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Your Professional Library

Recent publications which the school administrator will want to read, to pass along to associates, or "to have heard of."



The Adaptable School

By Carl H. Kumpf
The Macmillan Company, New York
1952 180 pp. \$2.50

Elementary school principals (especially in city systems) are regarded as pivotal persons in setting the pace of their schools in adaptability to changing needs of students. To stimulate and guide these principals, the principal of Miller Street School in Newark, N. J., suggests a broadly inclusive but hardly original program.

Some of his points are: a principal should know the purposes of elementary education and how to implement them. He should participate in and encourage in-service education. He should write for professional journals, maintain contact with teachers colleges, and participate directly in his school's innovations.

Studying Students: Guidance Methods of Individual Analysis

By Clifford P. Froehlich
And John G. Darley
Science Research Associates, Chicago
1952 429 pp. \$4.25

Specialized tests and measurements techniques are presented simply and are kept in context with overall guidance aims. The book is designed for text, reference, or handbook use. It explains statistical concepts and covers non-test as well as test methods.

Professor of Education Froehlich is at the University of California in Berkeley. Professor of Psychology Darley (also graduate school dean) is at the University of Minnesota.

Using Current Materials To Study Current Problems

By Jean D. Grambs
Stanford University Press
1952 31 pp. \$1.00

This brief, outlined guide was drawn from the experiences of teacher-members of the California Council for the Improvement of Instruction. It is published in conjunction with *Better Learning Through Current*

Materials, a fuller report of the Council's cooperative work.

State Public Finance and State Institutions of Higher Education in the United States

By H. K. Allen in collaboration
With Richard G. Axt
Columbia University Press, New York
1952 196 pp. \$3.00

For the Commission on Financing Higher Education (sponsored by the Association of American Universities), H. K. Allen of the University of Illinois prepared an extensive report on the financing of state institutions of higher education. His material was condensed for publication by Richard G. Axt, a member of the Commission.

Better Learning Through Current Materials

Edited by Lucien Kinney
And Katharine Dresden
Stanford University Press
Revised 1952 215 pp. \$3.00

With three new chapters and an overall revision, Dr. Kinney of Stanford and Dr. Dresden of Chico (California) State University bring up to date a practical classroom guidebook on current materials and procedures for using them. First published in 1949, this detailed manual is the co-operative work of the California Council on Improvement of Instruction.

Handbook for the Development Of Internship Programs in Educational Administration

By Clarence A. Newell
Cooperative Program in Educational Administration, Middle Atlantic Region Teachers College, Columbia University
May, 1952 55 pp. \$1.00

This handbook is a progress report on the development of a new type of education for school administrators—the internship program, which in five years has developed so rapidly that it bids fair to become an essential rather than a supplementary part of their professional preparation.

The booklet defines the purpose, values and characteristics of administrative internship, not as final criteria but as a basis for further development and experimentation.

Higher Education In the Forty-Eight States

A Report to the Governor's Conference
Council of State Governments
1313 East 60th Street, Chicago 37
1952 317 pp. \$5.00

For all state officials and citizens concerned with problems of higher education, this statistical report was prepared on the history, program, financing, and organization of the forty-eight state programs of higher education.

One School Administrator's Philosophy: Its Development

By Frank E. Spaulding
Exposition Press Inc., New York
1952 352 pp. \$5.00

One of Tennyson's famous lines, "I am a part of all that I have met," might sum up the purpose and method of this autobiography. From his birth and childhood on a cold and windy New Hampshire hilltop to his first administrative position, Dr. Spaulding identifies himself (*ipso facto* his philosophy) by identifying the chain of influential circumstances in his environment.

Education and The Nature of Man

By Earl C. Kelley
And Marie I. Rasey
Harper and Brothers, New York
1952 209 pp. \$3.00

An arresting treatment of education's place in the scheme of human affairs is forcefully delivered by Professors Kelley and Rasey of Wayne University.

They set down scientifically demonstrable facts about the social demands of the human organism. Their point of view is humanistic. They believe that man can learn that "self-interest and selflessness are the same."

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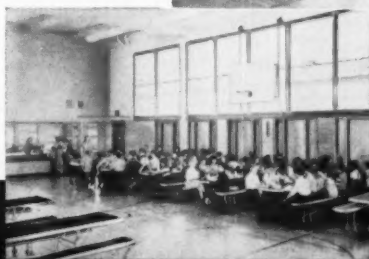


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Lunchers Have View

Park Road School, now in its third year of operation, is a modern struc-

ture with facilities that help make teaching functional and meaningful. The lunchroom, located at the rear of the building, has windows on three sides. The view from these windows is of a perpetual picture more beautiful than man could ever create. The kitchen is equipped with the most modern equipment—electric dish washer, potato peeler, screened room equipped with steam hose for proper maintenance of garbage cans, and adequate cooking and baking facilities.

Serve 275 Persons

The school lunchrooms in Charlotte are operated through the central administrative office as are all its other departments. The director of this centralized program is a member of the staff of the Superintendent of Instruction and through this association is better able to coordinate the lunchroom program with the over-all instructional programs in the city schools. The lunchroom seats 144 children and is staffed by a manager

and four helpers. They prepare and serve meals to approximately 275 persons a day and have attained as high a sanitary rating as is given to any eating establishment in Charlotte.

The lunch hour begins at 11:45. The classes, scheduled at five minute intervals, go to the lunchroom in squads under the leadership of a class-elected leader. At the entrance to the lunchroom are four Bradley hand washers which the children use before eating. The children enjoy a wholesome meal eaten with their classmates and teacher. After the majority of a class has finished, they return to the classroom for a period of quiet, sociable activity, planned by the group during their daily planning period.

We have endeavored to create a friendly atmosphere in our lunch-

Author Virginia Neely, principal of the Park Road School, proves last month's Lunch authors weren't just daydreaming.

SCHOOL LUNCH

Classes go to lunch at five minute intervals under the leadership of a class-elected leader who helps keep the lunchroom mannerly.



room as well as in our entire school. We urge the parents to visit in the school and to eat in the lunchroom. Through experiencing our school activities we feel that a better understanding of our school policies is obtained. Parents feel free to have lunch with their children at any time. On occasion a class plans a special party for its parents. A first grade class planned a Mother's Day program in the auditorium followed by lunch for all at school. Their planning for this event was an important part of their school day for several weeks in advance, and they had opportunities for many qualitative learning situations in the areas of arithmetic, language arts, art, music and social learnings.



Emphasis is given to sanitary standards by four hand washers at the entrance of the lunchroom.

One fourth grade class culminated its study of China by having a Chinese lunch. There was much research done to learn all possible about China—her geographical location, food habits, typical dress, type of music, art and recreation. The day of celebration finally arrived, and we found our lunchroom decorated with Chinese fans made by the children and a large wall mural depicting a Chinese garden with Ming trees and children flying animal kites. Several students prepared appropriate music during their orchestra class and gave a musical program during the lunch hour.

Chinese Lunch

Some of the pupils wore Chinese shoes and robes which they had brought from home to share with the class; all were wearing coolie hats

made from oak tag paper and painted by each child according to his own desire. Now for the lunch—a real Chinese dinner which had been planned by the class after a visit to a local Chinese restaurant to learn more of the food habits of the people of China! The director of the lunchroom program and our school manager worked closely with this class in arranging for this special menu. For many children it was their first taste of foreign food.

These children gained much factual knowledge about the country of China, but even more important they developed an understanding and appreciation of her people in a very realistic way.

Food, Fun, Facts

The parties are fun, but on any day in our lunchroom you will find groups of happy girls and boys laughing and talking together while they enjoy a simple, wholesome, low-cost meal, suitable to the needs of growing children. You may find a group preparing special table decorations or a group hanging drapes which they have printed by the silk screen method. Another group may be discussing menus with the lunchroom manager in an attempt to understand more about the basic food needs; for the lunchroom is an integral part of our school and around its operation centers much of the learning in our school.

THURMADUKE

SANITARY WATERLESS FOOD WARMER



*Originators—
not
imitators*

FIRST

and still FOREMOST

Since the ancient Romans kept food warm with hot water, no greater basic improvement in food warming was made until THURMADUKE introduced the waterless principle.

Then, in one giant stride, THURMADUKE Waterless Food Warmers conquered the many shortcomings inherent in the old water-pan method.

Today, due to Thurmaduke policy of continuing search for basic and original improvement, you can serve better tasting food, in a more sanitary manner, at costs reduced as much as 70%.

No water or waste connections—no cleaning, filling or draining water-pans—no steam to overload air-conditioning units—efficient insulation to control heat loss—and many other original THURMADUKE contributions, proved in thousands of installations throughout the United States and abroad.

The sincerest endorsement of THURMADUKE superiority comes from the numerous attempts of other manufacturers to imitate it.

Your THURMADUKE Dealer will be glad to show you why THURMADUKE is still years ahead.

Write for our new catalog S-12

DUKE MANUFACTURING CO. • ST. LOUIS 6, MO.



only 12 out of 1400...

"Out of 1400 pieces purchased 2 years ago, only 12 replacements have been necessary," reports the Chicago and North-Western. Why? Because these 1400 were

MOLDED OF MELMAC®

Can you think of a better test of a dinnerware's break-resistance than two years of service in fast-traveling railway dining cars where there's bound to be dinnerware droppage—and spillage?

...but not necessarily breakage!

That's what the operators of the Chicago and North-Western Railway System's sleek "400" Streamliner fleet found out when they gave dinnerware molded of MELMAC a two-year trial in their luncheon cars.

Only about a dozen replacements out of 1400 pieces in all that time! This, in contrast with the former situation, when a similar period would bring virtually a complete turnover of conventional dishes.

Here is the perfect proof of MELMAC dinnerware's phenomenal break-resistance. Perfect proof, too, of its appetizing good looks, when it serves so well in the smart luncheon cars of a top railway system. Finally, it's proof that MELMAC dinnerware stands up under

modern high-speed washing-machine methods, day in and day out—for years!

Here's something else you'll find out, once you switch to MELMAC dinnerware. It is so lightweight and easy to handle, and stacks quietly.

Your supplier will gladly give you full information.



AMERICAN Cyanamid COMPANY

PLASTICS DEPARTMENT

38D Rockefeller Plaza, New York 20, N. Y.

In Canada: North American Cyanamid Limited
Royal Bank Building, Toronto, Ontario, Canada

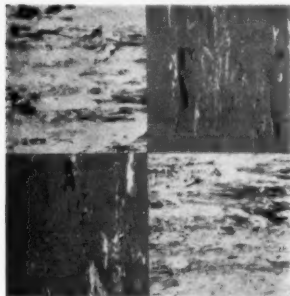
SCHOOL EQUIPMENT *News*

SE-201 Snow Plow Attachment *Converts to Power Mower*

From snow plow to power mower is a switch now made possible by the new 20" reel attachment for the Jari Jr. Rotary Snow Plow. When used as a snow plow, the self-propelled unit will clear 4,500 square feet and handle up to 18 tons of snow per hour. Also available is a 28" sickle-bar attachment which converts the Jari Jr. Snow Plow into a power scythe.

JARI PRODUCTS, INC., Box 4, Lake Forest Station, Minneapolis 8, Minn.

SE-202 Rubber Tile Flooring *Has Sound-Insulating Properties*



A new line of rubber tile flooring suitable for institutional installation has been introduced by Congoleum-Nairn, Inc., under the Gold Seal label. The colors in the new tile are clearer and truer than those which have become standard in this product. The rubber creates floors that are resilient, durable, and resistant to water and grease.

The tile is available in blocks 6 x 6, 9 x 9, 12 x 12, and 18 x 27 inches. There are twenty patterns in the 3/8-inch thick tiles, ten of which are available also in 3/32-inch thick tiles.

CONGOLEUM-NAIRN, INC., 195 Belgrove Dr., Kearny, N. J.

SE-203 Multiple-Total Machine *In 13 and 10 Keyboard Models*



The new Burroughs multiple-total machine above is capable of giving totals up to 99 billion and handling four sets of figures simultaneously. The new compact, highly-streamlined machine combines unique versatility of performance with the over-all proportions and easy portability of desk model machines.

Two models are in production—a 13 and a 10 column keyboard model. Each will deliver instantaneous group as well as grand totals.

BURROUGHS ADDING MACHINE Co., Box 418, Detroit 32, Mich.

SE-204 Movable Cabinets *For Self-Contained Classrooms*

The rapid expansion of elementary school activities has demanded a new flexibility in classroom equipment. Adjustable has met this need by pioneering in the development of new, rugged, classroom cabinets. These cabinets serve a four-fold purpose: they are movable for flexibility of classroom arrangement; they provide complete storage facilities within the classroom; they offer additional work surfaces for all kinds of activities; and they are adjustable in height.

These adjustable units allow a teacher to rearrange a classroom to suit her needs. She can subdivide her room by moving the cabinets to

form separate work areas for reading, games, social groups, etc., or, when a large play area is needed, she can easily move the cabinets back to the walls.

Heavy hardwood and other sturdy materials, fabricated by specialized cabinetmakers, assure long life for Adjustable cabinets. The light stain, lacquer finish is easily cleaned. All hardware and striping is chromium.

ADJUSTABLE CABINETS, INC., 400 Scajagada St., Buffalo 11, N. Y.

SE-205 Gas Range *For Volume Cooking*



The Wolf "Challenger" is a particularly-priced gas range designed for volume cooking in medium-sized or smaller kitchens. A few of the many new features are: heavy welded angle-iron frame, larger top cooking surface, porcelain enamel open top sections, large (24" x 22" x 14") low temperature oven, non-clog open top burners, automatic safety oven lighting, 6" high, adjustable legs for easy cleaning (legs removable for curb or platform), and extra strong counter-balanced oven doors.

Two sanitary features are the one-piece high shelf and the beveled sill across the back that prevents grease from falling behind the cooking units.

WOLF RANGE & MFG. CO., 5731 So. Alameda, Los Angeles 58, Calif.

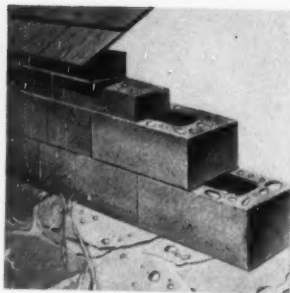
(Continued on page 92)

Water Repellent SE-206 For All Masonry Surfaces

Phil-O-Seal No. 303 is a durable water repellent for the treatment of concrete, brick, stone, cement, plaster, tile, ceramic and other masonry surfaces. Colorless, transparent, and invisible when applied, it leaves no after stain and will not change the colors of treated materials.

A watertight insulation is formed by the integration and chemical reaction which is beyond surface wear and will last indefinitely. Surface voids are lined, preventing the entrance of water and erosive effects of weathering.

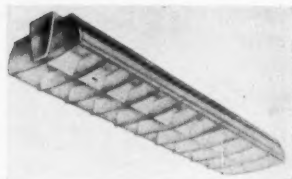
This product helps retard masonry



effervescence and efflorescence.

PHIL-O-SEAL, INC., 6001 W. Washington Blvd., Culver City, Calif.

Fluorescent Fixture SE-207 In Two-Lamp Model



Smithcraft has just introduced its new Federal two-light fluorescent fixture, a sturdy, dependable unit that provides economical lighting for schools at very low cost.

The unit is available with either plastic or steel side reflectors and may be purchased for Bi-Pin lamps in a four-foot unit or a double-section eight-foot unit and for four- and eight-foot Slimline. Installation may be surface or pendant, individually or in continuous rows.

Maintenance is efficient and simple. Louvers are released by a simple finger action and are suspended by a chain at a convenient level for relamping. Or the louvers may be completely removed without involving any tools or loose parts. Reflectors slide out easily for cleaning.

SMITHCRAFT LIGHTING DIVISION, Chelsea 50, Mass.

SE-25

Bookstacks, Carrels and Book Conveyors Function in America's Newest, Most Modern Libraries—Large and Small!

You secure greatest benefits in new construction and remodeling by utilizing the unmatched skill and experience of Virginia Metal Products, pace-maker in progress in library equipment engineering and manufacture!



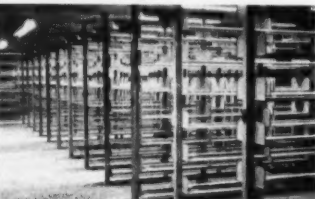
Ohio State University, Howard August Smith, University Architect, Columbus, Ohio.



Ohio State University Thompson Memorial Library, Columbus, Ohio. Bracket type carrel units. Solid panel dividers, wire mesh gate.



Ohio State University Thompson Memorial Library, Columbus, Ohio. Conveyor unloading station.



Ohio State University Thompson Memorial Library, Columbus, Ohio. Multi-tier bracket solid plate shelves.

Steel VMP Bookstacks and Shelves never warp, sag or crack. Give you maximum space utilization by occupying minimum floor area. Provide better ventilation to greatly increase book life, eliminate rot.

The clean sweeping lines of VMP **Steel Bookstacks** ... the flush, modern appearance of the shelving, the luxurious baked-on finish, make VMP Bookstacks the ultimate in beauty and distinction.



FREE: Illustrated brochure describing bookstacks. Just write "Bookstack" on letterhead or card and mail today.

VIRGINIA METAL PRODUCTS CORP.
Dept. SE-12, 1112 First National Bank Bldg., Pittsburgh, Pa.

Dormitory Furniture SE-208 Painted in Pastel Colors

An usual range of solid and two-tone color combinations make a new metal furniture line attractive for dormitory use. In addition, they are designed for durability and to fit into modern interiors.

A pedestal-type, island base construction adds to the modern appearance and makes the furniture less liable to scuffing. Floor maintenance, too, is made easier because of the pedestal-type base.

Included in the complete line of furniture are beds, dressers, chests, nightstands, wardrobes, vanity desks, overbed table-vanities, and chairs, all available in such colors as Primrose Yellow, Sand Beige, Beige Gray, Soft Rose, Cool Gray, Seafoam Green, Delta Green, Cocoa Brown, Deep Aqua, and Burnt Sienna. These colors come in a bonderized enamel finish which is highly resistant to peeling or chipping.

Other features include rubber drawer and door stops, silent locks, and undercoating similar to that used on automobiles.

ROYAL METAL MFG. CO., 175 N. Michigan Ave., Chicago, Ill.



*Feliz
Navidad
y
Próspero
año
Nuevo

*That's Southwestern Talk which means:
"Merry Christmas and a Prosperous
New Year" to you.

**American
Desk**

MANUFACTURING COMPANY



**REPRESENTING
AMERICAN DESK**

Alabama School Supply
Company
Montgomery, Alabama
Bailey School Supply
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Casper, Wyoming
Bair Seating Company
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Portland, Oregon
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Stationer's Corporation
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Stephenson School Supply
Company
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Thompson Book & Supply
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Company
Durant, Oklahoma
Thompson Book & Supply
Company
Edmond, Oklahoma
Thompson's Sanitary Supply
House
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Virginia School Equipment
Company
Richmond 20, Virginia
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Institute
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Salt Lake City, Utah
Frank D. Cohen & Associates
Seattle, Washington
Milton Bradley Company
Springfield, Massachusetts
B. F. Shearer Company
San Francisco 2, California

Safety, Cushioned Surface

For Playgrounds



Parafall protection is protective cushioning for use as a shock-absorptive material under physical educational equipment.

Three different materials are used.

SE-209

The shock-absorbing material, itself, is called Shock-O-Mat. This consists of three different types of rubber ranging in size from two mesh to six mesh. These special types of rubber are subjected to high steam pressure in the presence of several chemical compounds, each compound having its own specific function. Shock-brane is a highly resilient membrane developed especially to absorb heavy shock loads, high unit pressure, and to assist in distributing the shock load resulting from a fall over a large area. The third material, Paracoat, is a compound consisting chiefly of rubber in a viscous form about the consistency of heavy molasses. When dry, Paracoat is pliable and resilient. It is free from any abrasive qualities.

In application, Shock-O-Mat is first evenly spread over the area to be protected. The membrane is then spread over the Shock-O-Mat and adhered to the surrounding surface by a special adhesive. The Paracoat is then sprayed or troweled over the entire membrane.

SOUTHERN CHEMICALS, INC.,
5225 Wilshire Blvd., Los Angeles 36,
Calif.

Thresholds

SE-210

Permit Easy Installation



Special thresholds that permit easy installation with various types of floor hinges are now available in the complete line of abrasive cast thresholds made by Wooster Products, Inc.

Additional safety and wear are features of the aluminum oxide grits integrally cast into the surface. The thresholds are supplied in aluminum and iron, also bronze and nickel when permitted.

WOOSTER PRODUCTS, INC., Wooster, Ohio.

Incinerator

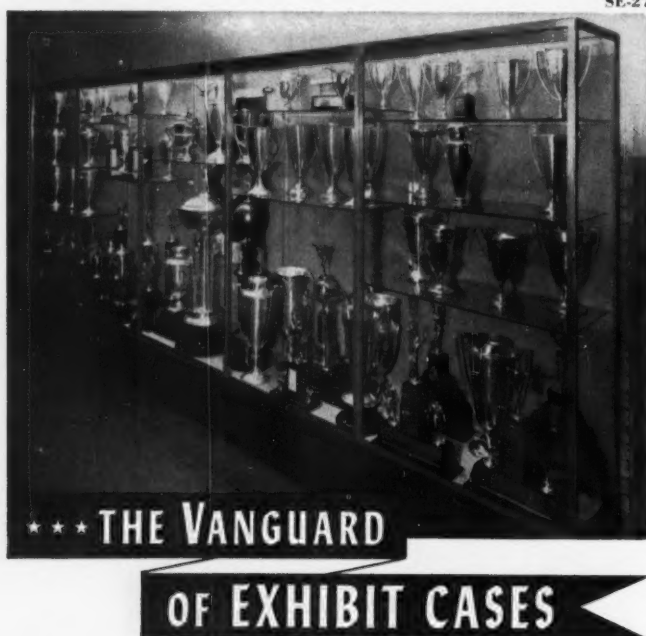
SE-211

For Kitchen Waste Problem

The 1953 Brule M-1 incinerator is similar to past models and features a bricklined fire chest with automatic immediate ignition of waste. The front of this new model is now a gleaming white. Additional insulation, re-approved AGA gas burners and controls, and an enlarged charging door are new features. Of particular interest to the many users of this small unit for heavy service, as in grade schools, is the use of heavier, even more resistant brickwork, a newly developed refractory featuring a hard surface in a high temperature insulating refractory.

The 40 lb. per hour immediate burning rate, and the 2¾ bushel handy charging capacity has made this unit an ideal choice in grade schools, many of which install it at the same time that they switch to automatic heating equipment. Also suitable for domestic science kitchens.

BRULE INCINERATOR CORP., 407 S. Dearborn St., Chicago 5, Ill.



Michaels "Time-Tight" display cases rate high among discriminating buyers. They are tops in design, quality, structural features, appearance and usefulness. In "Time-Tight" cases displays are at their best. Visibility is perfect. Construction details, one of which is Innerlocking frames, exclusive with Michaels, reduce to a minimum the possibility of theft as well as the ingress of dirt, vermin and moisture.

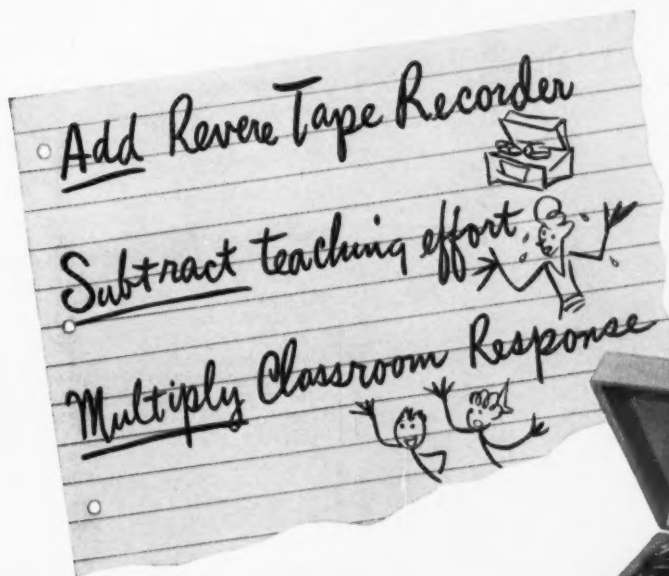
Made in a wide range of sizes and styles "Time-Tight" cases meet virtually all the exhibit requirements of universities, schools, science laboratories, museums, art galleries, libraries, industrial exhibits and others.

Write for literature which gives complete information.

THE MICHAELS ART BRONZE CO., INC.
243 COURT STREET, COVINGTON, KENTUCKY

Manufacturers since 1870 of many products in Bronze, Aluminum and other metals

The sound way to improve teaching



Any way you figure it—Revere Tape Recording increases classroom efficiency! Adds interest to every subject—records lectures and interesting facts with a minimum of effort. Designed for portability, Revere goes anywhere with ease—from class to class, school to school. And you'll find the Revere Tape Recorder costs only slightly more than a good typewriter. See it in use—and be convinced.

The New **REVERE** "Balanced-Tone" TAPE RECORDER

Now Revere brings you performance and high fidelity tonal quality heretofore obtainable only in costly professional broadcast equipment. Note these outstanding features:

"Balanced Tone" Control—provides professional high fidelity tonal quality.

Exclusive Index Counter—permits instant location of any part of recorded reel.

Automatic Key-Controls—record, play or stop recorder instantly.

High-Speed Forward and Rewind Lever—excludes backlash and tearing of tape.

Extra Economy—full two-hour play on each 7 inch reel of erasable, re-usable tape. May be used for PUBLIC ADDRESS SYSTEM.

REVERE CAMERA COMPANY • CHICAGO 16, ILLINOIS



Model T-700—Complete with microphone, radio attachment cord, 2 reels (one with tape) and carrying case. \$225

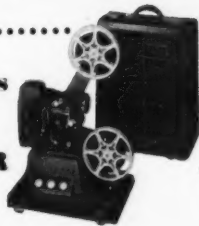
Model TR-800—Same as above with built-in radio. \$250

Other Famous Revere Models

T-500—DeLuxe, 2-hour play	\$179.50
TR-600—DeLuxe, built-in radio	\$219.50
T-100—Standard, 1-hour play	\$169.50
TR-200—Standard, built-in radio	\$209.50

Revere TAPE RECORDER

and for sound movies
...REVERE 16mm
SOUND PROJECTOR



Hear your educational films at their best! The Revere 16mm Sound Projector provides "theatre tone" with sharp picture projection! A-B-C simplicity; light 33-pound portability. Incomparable Revere styling. With speaker-carrying case and cord, take-up reel, 1600' extension arm, instructions—\$325.00

Liquid Siding

SE-212

In Combination with Paint

Cor-o-Last Liquid Siding combines the advantages of paint with siding (protection and long life). It can be pressure-applied to either new or old exterior walls and covers concrete, pumice, cinder, raydite, stucco, metal, wood, previously painted surfaces, etc. It is available in either smooth or sand finish in eight pastel shades.

An initial application of Cor-o-Last is guaranteed for five years, but the actual life expectancy is as long



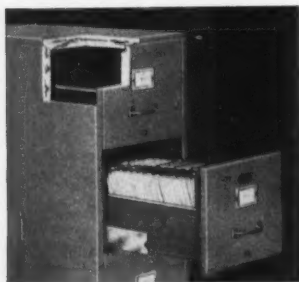
SE-29



These could be your school records!

More than 8 school fires every day in the year, mean that schools lead the institutional field, which is noted for appalling fire losses. Think of the disastrous consequences of loss of important school records... curriculum thrown into chaos... student progress retarded. In many cases schools are actually forced to close their doors!

How safe are your school records? Ordinary metal files can't protect them, because metal transmits heat,



quickly charring paper to ashes. You can't rely on your vault because about one-half of all school fires occur during school hours when important records are in use.

Only certified insulated equipment can protect your school records from loss by fire. Why not make sure at once that you have adequate and economical protection for these *public records* entrusted to your care. The next fire could be yours! Remington Rand Insulated equipment offers some 200 models of Safe-Files and Safe-Cabinets to choose from.

THE INSULATION THAT DEFIES FIRE
Underneath the attractive Gray-Rite exterior of the Safe-File is a one-piece monolith of highly resistant insulating material. This scientific construction enables certification that the Safe-File will protect paper contents for one hour from raging fire reaching 1700° F.

Remington Rand

as 15 years. Virtually no upkeep or painting is required, as it resists nearly all kinds of deterioration.

THE CON-COR Co., 4550 Main St., Kansas City, Mo.

Flooring Material

SE-213

Repairs and Resurfaces Flooring

Trowel-In is a new floor patching and resurfacing material for floors of practically any composition—concrete, stone, or brick. Trowel-In repairs are ready for traffic in 18 hours. The material requires no heat or special skill in application. Nor does it require any extra items such as sand, cement, or stone.

As a resurfacing material, Trowel-In needs a thickness of only $\frac{3}{8}$ " and does not appreciably raise the floor level. As a patching material, it produces true feather edge repairs, without chopping out the old floor. It can be used to aid in leveling for linoleum and tile, and to help set floor plates and drains.

FLEXROCK Co., 3633 Filbert St., Philadelphia 4, Pa.

Photo Copier

SE-214

Automatically Makes Dry Copies



The Exact-Photo-Copy Dry Processing Unit above eliminates the necessity for a separate printer. It requires no washing, no fixing, no drying, and no darkroom. Anything typed, written, printed, or drawn may be copied.

To operate, the machine is plugged into an electric outlet and a switch is turned on. The material to be copied is inserted in the machine with a sheet of negative paper. In about 8 seconds, the two sheets come out of the machine, are taken apart, and the negative paper inserted with a sheet of transfer paper. In about 10 seconds, the copy is processed. After another 10 seconds, the two sheets can be peeled apart and you have a perfect copy of the original in positive form.

GENERAL PHOTO PRODUCTS Co., Inc., General Photo Bldg., Chatham, N. J.

Overhead or Underdesk **TORNADO** CLEANING is **FASTER — BETTER**

To keep acoustical ceilings clean and at their best—regular vacuum cleaning is necessary. Painting destroys their acoustical property—attempts at washing are generally unsuccessful. But, with Tornado you merely use the extension handle and the attachment brush designed for this work. Tornado's powerful vacuum pulls the dirt out of every crevice and hole... cleans faster and better.

Use the versatile Tornado for cleaning floors, furniture, lockers, erasers and chalk trays, blinds and drapes, overhead fixtures and other hard to reach spots. You can even pick up liquids, oils and scrubbing solutions with a single stroke of the squeegee attachment.

Yes, Tornado is your machine for faster cleaning to save valuable man hours... thorough cleaning to make floors and fixtures look better, last longer. Write for Bulletin 600.

Tornado "92" School Cleaner 4 Cleaning Tools in One Machine

1. Tank type cleaner!
2. Shoulder type vacuum cleaner!
3. Shoulder type blower-sweeper!
4. Portable hand type blower!

TORNADO FLOOR MACHINES



For scrubbing, waxing, polishing, sanding, grinding and scraping all floors including wood, rubber or asphalt tile, concrete, terrazzo, linoleum, carpets or rugs.

Write for Bulletin 607.



BREUER ELECTRIC MFG. CO

5088 North Ravenswood Avenue, Chicago 40, Illinois

Drafting Board

SE-215

Rule Automatically Parallels Itself

A new idea in drafting boards is the Par-L-L-Er shown to the right which is so constructed that the rule automatically parallels itself at any position from top to bottom. The draftsman can move it easily with one finger as he draws.

An added feature is the plastic indicator that moves from left to right on the scale accurately measuring the amount of parallel movement. For example, to draw parallel lines exactly 1/16" apart, the draftsman



simply watches the indicator.

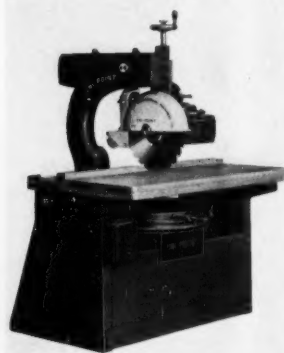
Made of light weight, pressed wood board, with hard finished and treated surface, colored to a marble gray. A simple, strong cord and riveted pulley arrangement operates the paralleling wood rule that is provided with a straight-edge.

THE BRADFORD BAILEY CO., P. O. Box 440, Div., 152, Elizabeth, N. J.

Radial Saw

SE-216

Has Been Improved



The newly organized American Woodworking Machinery Co. announces the purchase of rights to the Uni-Point Radial Saws which they are now manufacturing.

The Uni-Point Saw has also been improved and is a radical advancement in power saw machine design by virtue of the fact that, unlike other radial saws, the saw blade, however adjusted for a bevel, miter, or compound miter cross cut angle, always cuts exactly at the same point in the table. This feature eliminates entirely many of the usual time-consuming machine adjustments, while on other machine adjustments and machine set-ups, time is greatly reduced.

Another unusual feature is steel-on-steel construction throughout the housing assembly. The ram, from which the motor and saw are suspended, is heat-treated steel. Thirty-two wide steel ladder bearings are RBC. These bearings ride on Diss-ton hardened steel bearing ways. This steel construction affords a very easy gliding motion, and guarantees freedom from wear. It also maintains indefinitely the highest degree of accuracy as a precision power saw.

Model X36AF is furnished with a 5 hp motor and uses a 16" saw blade. AMERICAN WOODWORKING MACHINERY CO., 100 Liberty St., Hackensack, N. J.

START-



The Cleanliness Habit in your School . . . with BRADLEY Sanitary Washfountains

Stop spread of Polio and other Diseases

• Besides helping to develop proper cleanliness habits, the sanitary features of Bradleys are important from the health standpoint. With Bradleys there are no faucets to touch, no bowl to collect used water. *Medical authorities recognize value of foot-control in eliminating contacts with contaminated surfaces such as faucets.

The central sprayhead of the Bradley serves each student clean running water which is carried away by the self-flushing bowl. For better health protection, along with more adequate washing facilities, specify Bradleys for your school. BRADLEY WASHFOUNTAIN CO., 2233 W. Michigan Street, Milwaukee 1, Wisconsin.

*May issue of "Prevention" reports on article in the January 27, 1951 issue of the Lancet, treating of transmission of disease germs, possibly polio, from different persons touching handles to flush toilets. The doctor suggests FOOT PEDALS.



Wall type 36-in. Bradley serves four students simultaneously. Also made in full-circle type 36-in. and 54-in. sizes, wall and full-circle types.

Bradley DUO also has foot-control. No faucets, no water wasted. When foot is removed, water supply is cut off.

RECENT SCHOOL INSTALLATIONS

Reddy St. Elem. Sch.
Baton Rouge, La.

Nausauket Sch.
W. Warwick, R. I.

Coulee Dam Sch.
Coulee Dam, Wash.

McKinley Sch.
Milwaukee

Westminster Grade Sch.
Westminster, Md.

Fairbanks H.S.
Fairbanks, Alaska

N. Okla. Jr. Col.
Tuskahoma, Okla.

West Tech. H.S.
Cleveland

Holy Redeemer Sch.
Marshall, Minn.

Hinds Junior Col.
Raymond, Miss.

Alvin H.S.
Hudson, N. H.

Write today for Catalog 5204.

BRADLEY
washfountains

Distributed through Plumbing Wholesalers



Here's three-way help for educators with an RCA School Sound System



1. Helps in administration

RCA Sound gives you instant voice contact with any or all classrooms. Less lost time. Fewer assemblies. And complete coverage for vital instructions in emergencies.



3. Helps in student activities

RCA Sound gives students a new medium for group activity. Plays, debates, round-table forums . . . all these and more are possible via an RCA Sound System.



2. Helps in teaching

RCA Sound brings the whole world of drama, music, and history into the classroom. Students learn faster because sound makes the subject more interesting.

For this 3-way help, look to RCA Sound

Put in the best when you put sound in your school. Put in RCA . . . world leader in sound. Every RCA System is tailor-made to your requirements. Central console is "unit-built" for flexibility, for easy expansion later. Conforms to rigid standards of U.S. Office of Education and Radio and Television Manufacturers' Association. Entire system is backed up by RCA . . . with service available from RCA Service Company, if desired.

Send coupon for Sound Survey . . . now

RCA SOUND PRODUCTS, Dept. 109L
Camden, N. J.

Without obligation, please arrange to have my school (as checked below) surveyed for sound.

- | | |
|---|---|
| <input type="checkbox"/> Grammar School | <input type="checkbox"/> 5 to 10 rooms |
| <input type="checkbox"/> High School | <input type="checkbox"/> 10 to 50 rooms |
| <input type="checkbox"/> College | <input type="checkbox"/> Over 50 rooms |

NAME _____

TITLE _____

SCHOOL _____

ADDRESS _____

CITY _____ STATE _____



SOUND PRODUCTS

**RADIO CORPORATION
of AMERICA**

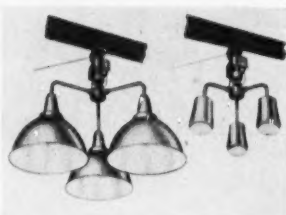
ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N. J.

In Canada: RCA VICTOR Company Limited, Montreal

Cluster Lighting Unit SE-217 For Gymnasiums

The AL-8700 three-lamp cluster suspension unit is designed for use with reflector lamp assemblies as well as conventional luminaires. It is especially recommended for gymnasium lighting because it provides for increased lighting capacity and efficiency without requiring installation of additional outlets.

The unit features aluminum alloy construction throughout. Three $\frac{1}{2}$ " pipe-size tubes are used to support the fixtures. These tubes, threaded at fixture connection end, are slip-fit and securely locked by means of set screws in side hubs spaced 120° apart



on the junction box. Top hub of junction box has a $\frac{3}{4}$ " female pipe thread connection and locking set screw.

When used in conjunction with the Thompson 4-Pole disconnecting and lowering hanger, the AL-8700 can be lowered to floor level quickly and

easily for safe, low-cost efficient servicing of the luminaires.

THE THOMPSON ELECTRIC CO.,
1120 Power Ave., Cleveland 14,
Ohio.

Milk Vendor SE-218 Serves Four Different Items



The Dari-O-Matic 500 milk vendor will dispense any four items of milk, chocolate milk, an orange or other drink, in $\frac{1}{2}$ pint or $\frac{1}{4}$ quart cartons, as well as canned juice. Four separate coin slots enable four people to be served at the same time.

The machine has a maximum capacity of 512 cartons in vending and in precool storage. Specifications are as follows: height: 75", width: 40", depth: 27", weight: 700 lbs., finish: baked two-tone enamel, refrigeration: package type unit with sealed compressor, 110 AC, easily removed for cleaning or servicing.

FRUIT-O-MATIC MFG. CO., 5225 Wilshire Blvd., Los Angeles 36, Calif.

Portable Intercom SE-219 For Difficult Operation Conditions

A special model of Vocatron, the "wire-less" portable intercom system, has been found to provide greatly increased efficiency in schools and colleges where offices or classrooms are remote from other offices.

Model CC-25 gives longer-range operation and greater sensitivity. Because each unit is portable and requires no extra wiring, two, three, or more Vocatrons make up an extremely flexible intercom system.

VOCALINE CO. OF AMERICA, INC., Old Saybrook, Conn.

SE-34

POLISHING

DRY-CLEANING

SCRUBBING

SANDING

**Now! Do ALL
these jobs with
ONE floor machine**

Why buy several machines for maintaining your school floors when one Tennant "C" will do it all? Just flip open the drum hood, slip on an 8" or 16" accessory... and you're all set for a new operation: cleaning-waxing-polishing; dry-cleaning; buffing (wet or dry); and sanding.

This rugged, versatile machine assures excellent results in classroom, gym, corridors, shop or lab... costs you less to buy... is easier to use... and cuts down expense. Used by large and small schools.

TENNANT MODEL C

Extension hood for 16" accessories

Write Today
for details.

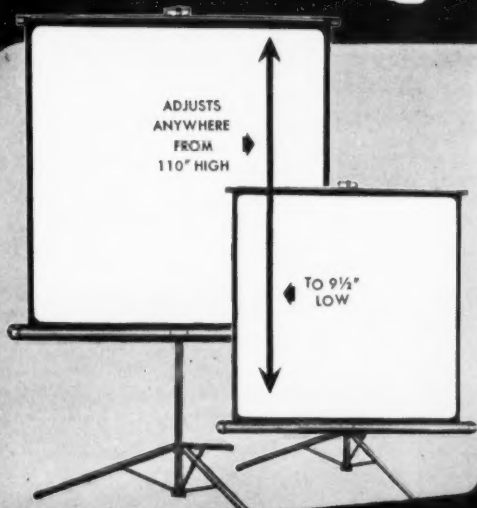
Machine at left works close to walls, has 2 drum speeds, 1725 rpm motor. Accessory rolls, brushes for all types of floors.

G. H. TENNANT CO.
2540 North 2nd Street
Minneapolis 11, Minnesota

ASK FOR A TENNANT
REPRESENTATIVE TO INSPECT YOUR FLOORS

The way to finer floors
TENNANT
Floor Maintenance System

Two Great Projection Screens that meet all School Needs!



For Darkened Rooms The New **RADIANT "Educator"**

Here is the *perfect* school screen that schools have been demanding—especially designed by Radiant to meet the exacting and precise specifications of the educational field. It brings remarkable versatility—screen adjusts from low of only 9½" from floor to a height of 110" in the 70" model. It is adjustable for square sizes for slides or rectangular sizes for movies. It offers extreme simplicity of operation—just a touch of the toe and the tripod legs fly open ready for use. Possesses many other features. **GUARANTEED FOR 10 FULL YEARS.**



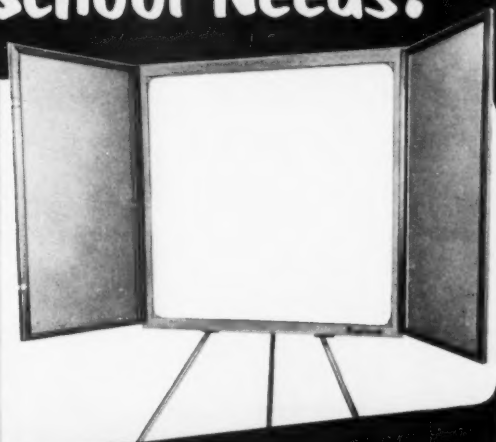
New "Perma-White" Processed Screen Surface

The new Perma-White Processed Vynaflect Screen Surface of the "Educator" is whiter, brighter, more brilliant. It's mildew-proof, flame-proof and washable.

Send For Circulars

Send coupon for full detailed specifications of these two great new Radiant Projection Screens—the "Educator" and the "Classroom". Illustrated descriptive circulars and price lists will be sent to you by return mail.

RADIANT Projection Screens

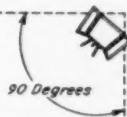


For Lighted Rooms The New **RADIANT "Classroom"**

Educators who have tested the "Classroom" screen thoroughly report that it does away with the need for costly room-darkening equipment in most classrooms—if used according to directions. It permits normal room ventilation. It allows students to take notes during movies, slide, film-strip and overhead projection—while the material is fresh in mind. It permits simultaneous use of supplementary material. It allows normal teacher-pupil contact and better audience control. Screen surface is unbreakable and washable.

Full 90° Viewing Angle

Utilizing a new principle of light reflection—the new Radiant "Classroom" screen provides bright, clear pictures for the full 90° viewing angle. This means that *all* the students in a room can enjoy the advantages of brilliantly clear projection.



RADIANT MFG. CORP.
1210 S. Talman, Chicago 8, Ill.

Yes, I want to get full story of the two remarkable new screen developments—the Radiant "Educator" and "Classroom" Screens.

Name _____

Address _____

City _____

Zone _____

State _____

(My dealer's name is _____)

Steam Boilers

Consume Less Coal



The steam boilers above have made possible a 30% minimum drop in coal used to heat the Albert S. Brandies Elementary School in Louisville, Ky. The new commercial steel boilers were installed in August 1951 and replaced two high pressure steel boilers.

SE-220

Their initial working pressure was about 40 lbs., to provide both heat and power. In recent years, a new source of power was obtained and working pressure dropped to between 5 and 8 lbs.

Steam up to 5 lbs. can be reached in less than 15 minutes.

THE NATIONAL RADIATOR CO.,
Johnstown, Pa.

Phonograph-Projector

In Low-Cost Combination

The Audioscope is a low-priced combination record player and film strip projector. The phonograph is a three-speed model for playing 33 $\frac{1}{3}$, 45 and 78 rpm records, and has twist cartridge with two needles, 5" loud-

SE-221



speaker, tone and volume control and high fidelity amplifier. The film strip projector has 150 watt output, fixed glass pressure plates with exclusive diagonal positioning affording easy push-in threading, an 8-sprocket engagement which prevents tearing of the film perforations, automatic framing, forward or reverse, and coated anastigmat lenses.

Housed in an attractive case made of duPont Fabricoid, there is additional storage space for six reels or films, while the lid of the unit holds up to ten records.

AUDIO-MASTER CORP., 341 Madison Ave., New York 17, N. Y.

SE-35

*A better Lathe
from any angle.*



By whatever standards you measure a lathe—bearings, capacity, gearing, apron, bed, power to spindle, accuracy—whatever is important to you, you will find it completely satisfied in a SHELDON lathe.

(1) "Zero Precision" Tapered Roller Bearings—the best Timken Collet lathe. (2) Large Choice of Center with operation. (3) Holcut means full double wall apron. (4) Modern beveled backhane. (5) Feet has an apron. Two V-belts to spindle for greater pulling power. (7) Holds precise accuracy for years.



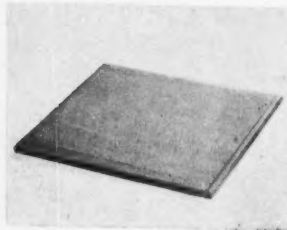
SHELDON
CHICAGO

SHELDON MACHINE CO., Inc., 4236 North Knox Ave., Chicago 41, Ill.

Drawing Board

SE-222

With Metal Edges



Mayline has added a metal-edge drawing board to its line of drafting room equipment. The board itself is of solid basswood with heavy gauge metal-edges attached by mechanical means. The special design of the metal-edge permits full use of each side of the board and the extra strength holds each board square and is a deterrent to warping. The built-in edges assure full, true edges for easy movement of T-squares. Since the edges are narrower than wood end cleats, a greater unbroken drawing surface results.

All popular sizes are offered. The smaller sizes are packed six boards to a carton and the larger sizes three boards to a carton.

ENGINEERING MFG. CO., 619 N. Commerce St., Sheboygan, Wis.



West Side Stand, with press boxes. Seating capacity 5,450.

At SCRANTON, Pa.

New spectator comfort—
new sports facilities with

PITTSBURGH • DES MOINES

STEEL DECK

Grandstands

With the completion of these two Pittsburgh-Des Moines Steel Deck Grandstands, Scranton moves into the front ranks of American high schools enjoying the finest in modern stadia.

Accommodating a total of 11,200 spectators, Scranton's West and East Stands provide excellent seating comfort plus the dependable safety and permanence of steel construction. The press boxes, unique in design, afford a maximum of convenience for officials and the representatives of press and radio.

We will be glad to discuss your future Grandstand requirements, at any time.



East Side Stand, seating capacity 5,750.



PITTSBURGH • DES MOINES STEEL CO.

Plants at PITTSBURGH, DES MOINES and SANTA CLARA

Sales Offices at:

PITTSBURGH (25).....	3431 Neville Island	DES MOINES (8).....	930 Tuttle Street
NEWARK (2).....	297 Industrial Office Bldg.	DALLAS (1).....	1230 Praetorian Bldg.
CHICAGO (3).....	1221 First National Bank Bldg.	SEATTLE.....	521 Lane Street
LOS ANGELES (48).....	6399 Wilshire Blvd.	SANTA CLARA, CAL.....	620 Alviso Road



Popcorn Machine SE-223 *Has Been Redesigned*

The Hollywood Jr. 55 popcorn machine has been especially designed for school use. Within recent months, this machine has been redesigned and is engineered to produce a maximum volume at a minimum investment. It is an all-steel constructed unit with a 12 oz. all-stainless-steel kettle and is suitable for schools of almost any size. It has the usual Cretors design and construction features for trouble-free operation.

Available in either floor or counter models. Income derived from operation of the popcorn machine has en-

abled schools to purchase band instruments and uniforms together with athletic uniforms and equipment, often otherwise unobtainable with funds allocated by the school systems.

CRETORS CORP., Popcorn Bldg., Nashville, Tenn.

Work Bench SE-224 *Is Adjustable in Height*

The Shop Tender is an economically-priced, mobile work bench which is adjustable in height. It is ideal for handling set-up tools alongside drill presses, lathes, grinders, etc. It features two hard rubber



wheels for easy movement from one part of the shop to another; height of work surface can be adjusted through 9 positions from 21½" to 34½" enabling user to raise or lower it for most efficient use. It has a large, pressed-steel sliding drawer and steel tool tray plus a new type "bonded wood" work top 24" x 24" x 1½".

The work top has instantly adjustable side and back rails which can be depressed for handling larger pieces.

STURDI-BILT STEEL PRODUCTS, INC., 624 S. Michigan Ave., Chicago 5, Ill.



**MC 300
PROJECTOR**

SE-37

WE CHALLENGE COMPARISON

with projectors at all price levels
FOR BRILLIANCE,
FOR CLARITY, FOR CONVENIENCE

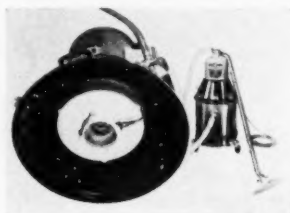
● The 2" x 2" slide and filmstrip projector with triple action fan cooling that keeps lamphouse comfortably cool . . . twice the brilliance you'd expect from 300 watts . . . instant switch from slides to filmstrip and back . . . 360° rotatable front stops anywhere, assures upright frames . . . choice of 3 AMERICOTE objectives—all achromatically and anastigmatically balanced for clarity, color, and brilliance . . . instantaneous film threading . . . no glass pressure plates—nothing to mar filmstrip surface.

**NEW
LOW PRICE**
MODEL 3800
\$92.00

American  Optical

INSTRUMENT DIVISION—PROJECTORS, CHELSEA 50, MASS.

Vacuum Cleaner Device SE-225 *Prevents Motor Flooding*



An electronic motor shutoff has been developed by Multi-Clean Products, Inc. to protect against flooding the motor.

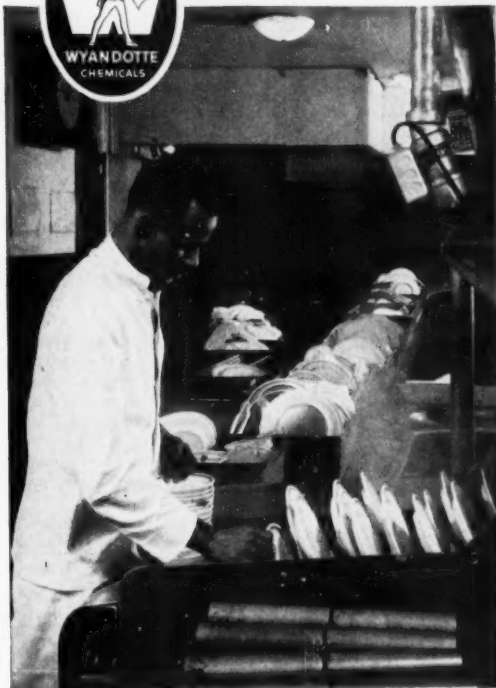
Flooded electric motors have long been a costly source of trouble to users of industrial vacs because they frequently overload the vacuum tanks. The result is that water is drawn up into the motor turbines and bearings.

The shutoff is an independent wiring system which includes two electrodes mounted parallel at the base of the turbine. As little as one drop of water crossing these electrodes will cause them to break the circuit, shutting off the motor.

MULTI-CLEAN PRODUCTS, INC., 2277 Ford Parkway, St. Paul 1, Minn.



Specialists in Dishwashing Products



BY MACHINE...OR BY HAND

*... wash dishes better, faster with Wyandotte**

THOUSANDS of users report that these Wyandotte products completely solved their dishwashing problems!

***SALUTE** for machine dishwashing

Eliminates periodic destaining of china and plasticware. SALUTE keeps china and plasticware clear and stain-free.

For dishes already stained, one soak in concentrated SALUTE solution does the job. Rapid-draining SALUTE stops cloudiness, streaks and spots... makes glassware and silver

sparkle. Keeps your machine free of scale and film, too!

***FAME** for hand dishwashing

Contains fast-acting, superactive wetting agents! Wyandotte FAME produces creamy suds... holds dirt and grease in suspension... lasts longer!

New FAME rinses fast... doesn't spot or streak. It cleans dishes, glassware, silver, pots and pans quickly, economically. And it's *easy on the hands!*

Ask your jobber or Wyandotte representative about SALUTE and

FAME... also about the new, simplified HYDRO-FEEDER, a dispenser for SALUTE. Wyandotte Chemicals Corporation, Wyandotte, Michigan; also Los Angeles 12, California.



Helpful service representatives in 138 cities in the United States and Canada



Largest manufacturers of specialized cleaning products for business and industry

Tachistoscope

SE-226

For Remedial Reading, Etc.

The Aviometer is a new electronic tachistoscope announced by The Audio-Visual Supply Co., Inc. It can be attached to any still projector, from the large opaque to small film-strip, merely by plugging into AC supply cord, and will enable the user to flash a picture on the screen from one hundredth of a second to a full second, just by the flick of a switch. This unit is applicable in any field where increased speed of perception is imperative. The Aviometer is especially important in remedial read-



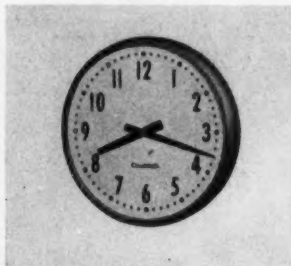
ing classes, driver training classes, arithmetic courses, etc.

THE AUDIO-VISUAL SUPPLY CO., INC., 247 Broadway, Laguna Beach, Calif.

Corridor Clocks

SE-227

Are Modern in Appearance



Cincinnati Classroom and Corridor Clocks are modern in style to harmonize with modern school interiors. They are precision-built for unflinching accuracy and ruggedly constructed for many years of dependable service. The clocks are synchronous motor or master clock controlled. Surface mounted, or double dial types for bracket or chain suspension are available, as are skeleton-type clocks for interior or exterior use.

THE CINCINNATI TIME RECORDER CO., Cincinnati 14, Ohio.

Just plug it in and talk...

SE-39



... with your secretary



... with your assistant



... with your custodian



... with your athletic director



VOCATRON

ALL PURPOSE TWO-WAY COMMUNICATOR
FOR SCHOOLS

Portable—No Wires—No Installation

- ★ Simple to operate
- ★ No wiring needed
- ★ Static-free quality

- ★ Easy to carry
- ★ Economical to operate
- ★ Quiet when not in use

VOCATRON is a new communicator that operates simply by plugging into the wall outlet. No wires to string, no holes to drill, no big expensive installation bills. Your voice is carried over the regular lighting circuit to any place within the building. VOCATRON makes it easy to talk with any member of your staff without even leaving your desk. Saves loads of time and miles of extra steps.

VOCATRON is portable—weighs only 3½ pounds. Easy to carry as a couple of books. Transmits up to ½ mile away. Completely assembled, ready to plug in and talk. Handsome grey crackle finish plastic cabinet.

2 Units
Ready to Use

\$79.50

Per Pair



E. W. A. ROWLES CO.
Arlington Heights, Ill.

MAIL THIS COUPON TODAY

E. W. A. ROWLES COMPANY
ARLINGTON HEIGHTS, ILL.

- () Please ship us... pair of VOCATRONs and bill thru our local Rowles School Equipment Dealer.
() Send us complete information on the VOCATRON.

Name

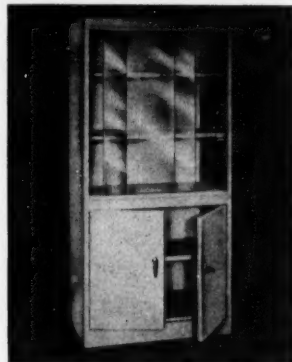
School

City

Glass Door Cabinets

SE-228

In Two New Models



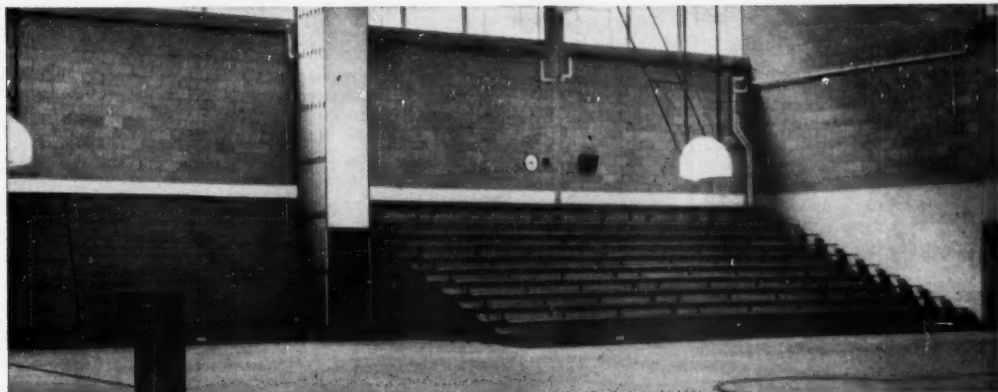
Stansteel Corporation announces two new glass door cabinets: Models HGW and FGW.

Model HGW (illustrated) is a half glass door cabinet 36" wide x 18" deep x 72" high, equipped with two adjustable shelves in the upper portion and one in the lower portion.

Model FGW is a full glass door cabinet, 36" wide x 18" deep x 72" high with four adjustable shelves.

Both are equipped with sliding glass doors.

STANSTEEL CORP., 117-20-14th Rd., College Point, N. Y.



1 plus 2 makes



3 gyms in one!

■ HORN folding gymseats and partitions can easily triple your gym facilities! When the partitions are folded and the seats extended you have an exhibition gym that pays its own way. With the gymseats folded and the partition extended your gym becomes two separate units.

For planning that gives you three gyms in one, plan with Horn. Horn equipment gives you the design you need for efficient use of space, and the quality of construction you need for long years of trouble-free service. Horn representatives in your area will help you plan your three gyms in one . . . Horn factory crews will supervise your installation.

Write today for details on Horn folding gymseats and folding partitions . . . and the new Horn wardrobes and folding stages!

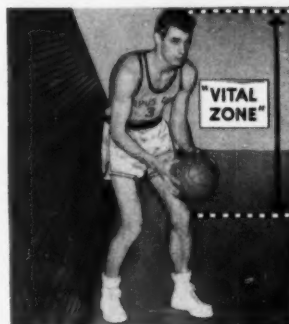
HORN BROTHERS

SCHOOL EQUIPMENT

DIVISION OF

THE BRUNSWICK-BALKE-COLLENDER COMPANY

FORT DODGE, IOWA



FOR SAFETY, plan with HORN! Horn folding gymseats provide a smooth, sloping surface when folded . . . real protection for the vital zone!

Panic Exit Device SE-229

In Wide Range of Finishes

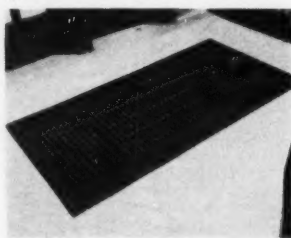
The new NC Von Duprin fire and panic exit device has been designed to meet problems normally encountered with hollow metal doors having narrow stiles.

The reversible, spring-actuated NC is all bronze, with drop-forged cam and lever arms. The crossbar is X-Bar reinforced for longer, safer service. A wide range of finishes is available. The device can be furnished with outside pull and with outside cylinder control.

VON DUPRIN, 402 West Maryland St., Indianapolis 9, Ind.

Entrance Matting SE-230

Has Been Improved



An improved variation of the familiar corrugated-perforated mat, known as Traffic-Tred Corrugated-

Perforated, has been introduced by American Mat Corp. Made in black and in a soft rose color, the mat is topped with a triple-ridged surface identical with that of the company's premium-priced link matting. It has diagonal ridges for drainage on the under side. The mat is made from a rubber compound so increased in tensile strength that unwashable cord has been eliminated.

The mat will be marketed in sections in sizes 24" wide x 12" long; 36" wide x 18" long; and 48" wide x 12" long. Sections can be continuous for any length required.

THE AMERICAN MAT CORP., 2018 Adams St., Toledo 2, Ohio.



TOLCO FOUR STUDENT WOODWORKING BENCH

Model TM-12 with 2 1/4" hard maple, edge grained, electronically glued top 54" x 64". Heavy metal base with 12 lockers.

There is a precision built TOLCO product for your shop or art department. Write for complete information.



A new shop equipped with TOLCO TM-12 four place benches and TM based Wall Benches.

THE TOLERTON COMPANY

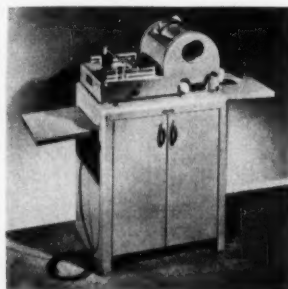
264 N. Freedom Avenue — ALLIANCE, Ohio
Established 1894 — Our 58th Year



SE-231

Fluid Type Duplicators

Operation Has Been Simplified



New simplicity of operation, automatic control, improved counters, and several other features have been incorporated into the new Rex-O-graph line of Fluid Type Duplicators.

All electrified models now have an improved three-digit reset counter that permits counts up to 999, an especially valuable feature for long runs. An automatic cutout switch has also been incorporated in combination with the on-and-off switch, which automatically shuts off the machine in case the paper jams. A special gear reduction unit which is an integral part of the motor unit, simplifies operation and minimizes the necessity of service.

Models RE and RES have a unique control action. A single lever starts the machine, stops it, and also opens the master clamp to receive the new master. Rex-O-graph's standard features, 100% Roller Moistening, Hairline Registration, Positive Automatic Paper Feed, Wide-Range Pressure Adjustment are retained in the new models. Other design changes have been made with a view to service-free performance, greater accuracy, and speed of production.

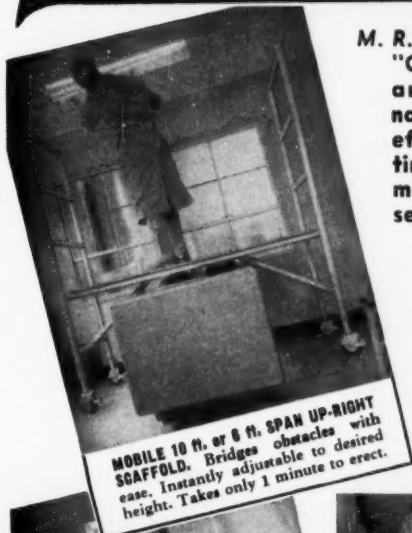
REX-O-GRAF, INC., 7840 W. Hicks St., Milwaukee 14, Wis.



Maintenance Superintendent M.R.K. reports—

"we **SAVED 68%** on
man hours with Aluminum Alloy
"UP-RIGHT" SCAFFOLDS

**NEW, FASTER,
SAFER WAY
TO GET UP IN THE
AIR & ROLL WITH
THE JOB**



MOBILE 10 ft. or 6 ft. SPAN UP-RIGHT SCAFFOLD. Bridges obstacles with ease. Instantly adjustable to desired height. Takes only 1 minute to erect.

M. R. K. adds . . . (Name on request)
"Our overhead building and classroom maintenance is accomplished more efficiently and in far less time, thanks to Up-Right's mobility and rapid assembly!"

School officials and maintenance superintendents report that savings on even single installations or maintenance jobs more than pay for UP-RIGHT SCAFFOLDS! Rolled easily from position to position. Stronger than structural steel yet one third the weight. No wrenches, wing nuts, bolts or loose parts.



STAIRWAYS are taken in stride by an Up-Right Scaffold. Legs are instantly adjustable for perfect levelling of platform.



LARGE AREAS can be painted in far less time by bridging between 2 span-scaffolds and moving them simultaneously.

Write for
Descriptive Circular

UP-RIGHT SCAFFOLDS

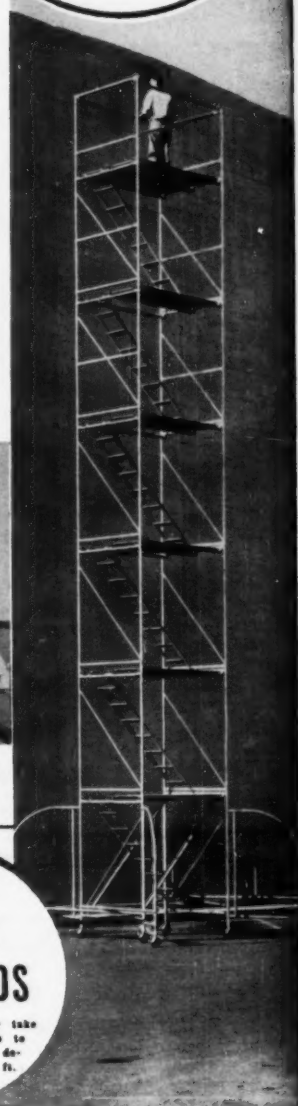
DEPT. 132 - 1013 PARDEE ST. - BERKELEY, CALIF.

FACTORIES: Berkeley, Cal. • Teterboro, N. J.

• OFFICES IN ALL PRINCIPAL CITIES •

**Mobile
TOWER
SCAFFOLDS**

up to 45 ft. or higher take only 1 to 15 minutes to erect. Available in desired number of 5 ft. section units



AUDIO-VISUAL AIDS

SE-301 New Film Catalog

A new catalog listing more than 600 feature films available to schools is being published by Films, Inc., distributor of 16mm films. Included in this listing, which is categorized by curriculum subjects are such films as *Prince and the Pauper*, *Midsummer Night's Dream*, *Jane Eyre* and others. Completely indexed with Legion of Decency ratings next to each title. FILMS, Inc., 330 W. 42 St., New York, N. Y.

SE-302 Story of the Nativity

Brightest Night. Color. Church-Craft has produced this new color film for Christmas especially for use with little children. It

tells the story of the Nativity using miniature characters in miniature settings. It presents Christmas in the family setting, where mother and father tell their children the Christmas Story from Luke 2 and Matthew 2. CHURCH-CRAFT PICTURES, Inc., 3312 Lindell Blvd., St. Louis 3, Mo.

SE-303 The Mysteries of Television

How Television Works. 10 Minutes, 16mm. This educational film explains in detail the elementary principles of television and visualizes the story in live action and animation. Prepared for high school and college classes, it gives a highly accurate, non-technical coverage of an increasingly important field of study. UNITED WORLD FILMS, Inc., 1445 Park Ave., New York 29, N. Y.

SE-304 Holiday Programs

Unto You Is Born a Saviour. 20-frame filmstrip. Color. For all ages. The beautiful story of Christmas as found in the Bible is told in this new filmstrip using illustrations from Nelson's Life of Christ and the American Standard Version of the Bible. It was planned for worship services with the text printed on the strip. SOCIETY FOR VISUAL EDUCATION, Inc., 1345 W. Diversey Parkway, Chicago 14, Ill.

SE-305 Color Cartoons

Cheezee's Back in Color and Cornell's Got Him! This folder lists 18 of the popular Cheezee cartoons available from CORNELL FILM Co., 1501 Broadway, New York 36, N. Y.

SE-306 Peacetime Uses of the Atom

Atoms at Work. 16mm sound. This timely film illustrates the many valuable peacetime uses of atomic energy available to mankind. Some of the strides made by England to harness this source of power for use in medicine and industry are shown here for the first time. An excellent teaching as well as entertainment film. BRITISH INFORMATION SERVICES, 30 Rockefeller Plaza, New York 20, N. Y.

SE-307 Labor Film Catalog

Films for Labor. This revised and enlarged catalog of films relating to labor is now available from the AMERICAN FEDERATION OF LABOR'S WORKERS EDUCATION BUREAU, 724 9th St., N. W., Washington 1, D. C.

SE-308 Rudolph, the Reindeer

Rudolph—The Red-Nosed Reindeer. 40-frame filmstrip. \$5.00. For the first time in filmstrip form, the story of Rudolph is available for use in Christmas school programs. A manual accompanies each strip. SOCIETY FOR VISUAL EDUCATION, Inc., 1345 Diversey Parkway, Chicago 14, Ill.

SE-309 English Fundamentals

Fundamentals of English. Six color filmstrips. This series on English grammar has been planned for upper elementary grades and junior high school. YOUNG AMERICA FILMS, Inc., 18 E. 41 St., New York 17, N. Y.

SE-310 Movement in Art

Art and Motion. This film, produced by Paul Burnford, demonstrates the relationships between movement in nature, in space-time concepts, and in abstract art forms. Suitable for use as explanatory and enrichment material for college and high school art classes. ENCYCLOPAEDIA BRITANNICA FILMS, Inc., 1150 Wilmette Ave., Wilmette, Ill.

SE-311 The Colonial Era

How Colonial America Began. Filmstrip series. For Grades 4, 5, and 6. The six filmstrips which make up this new series are titled: *The New England Story*, *The Middle Colonies*, *The South Begins*, *Home Life in Colonial Times*, *Earning a Living in the Colonies*, and *Democracy Begins in America*. An illustrated Teaching Guide accompanies the group. AUDIO-VISUAL DIVISION, POPULAR SCIENCE PUBLISHING Co., 353 Fourth Ave., New York 10, N. Y.

SE-43

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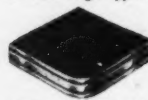
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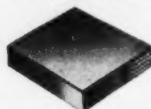
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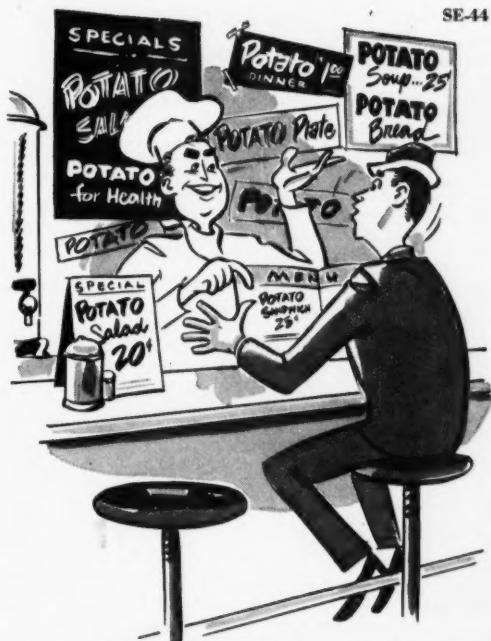
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SE-44

Ever since the boss got that new UNIVEX that's the way it's been . . . see page 113

SE-45

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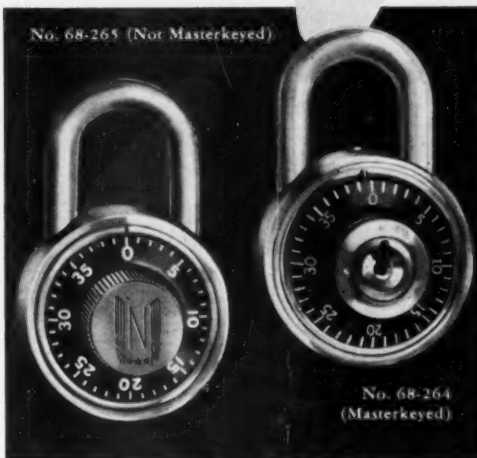
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(1) any sore that does not heal (2) a lump or thickening, in the breast or elsewhere (3) unusual bleeding or discharge (4) any change in a wart or mole (5) persistent indigestion or difficulty in swallowing (6) persistent hoarseness or cough (7) any change in normal bowel habits.

While these may not *always* mean cancer, any one of them should mean a visit to your doctor.

Most cancers are curable but *only* if treated in time!

You and Ed will also learn that until science finds a cure for *all* cancers your best "insurance" is a thorough health examination every year, no matter how well you may feel—twice a year if you are a man over 45 or a woman over 35.

For information on where you can see this film, call us or write to "Cancer" in care of your local Post Office.

American Cancer Society



MAN ALIVE! is the story of Ed Parmalee, whose fear weakens his judgment. He uses denial, sarcasm and anger in a delightful fashion to avoid having his car properly serviced and to avoid going to a doctor to have a symptom checked that may mean cancer. He finally learns what a difference it makes (in his peace of mind and in his disposition) to know how he can best guard himself and his family against death from cancer.

MANUFACTURERS' CATALOGS

SE-312 Outdoor Waterproofing

Let's Look at the Record! The Larson System of Waterproofing is described in this attractive booklet. Buildings so treated have withstood violent hurricanes and severe storms without leaking. Installation details, and features of this system are thoroughly gone into. Write for your copy to BRISK WATERPROOFING CO., INC., 103 Park Ave., New York 17, N. Y.

SE-313 Construction of School Buildings

School Buildings Your Tax Dollars Can Afford! This very helpful booklet describes one-story schools of wood frame construction and discusses how the construction problem was treated in California. A section is devoted to costs, one to the safety factor, another to decay and termites. A bibliography lists literature on lumber. TIMBER ENGINEERING CO., 1319 18th St., N. W., Washington 6, D. C.

SE-314 Portable Risers

Multi Purpose Portable Risers by Playtime. The risers shown in this new four-page folder can be used for choral work, orchestras, graduation exercises, etc. One person can easily and quickly assemble, tear down, or store a Playtime Portable Riser. PLAYTIME EQUIPMENT CORP., Mats, Pa.

SE-315 Filter Papers

High Quality American Filter Papers. This 36-page catalog lists the S & S line of filter papers for use in chemical analyses and biological procedures. Samples are available for tests, upon receipt of information with respect to individual requirements. CARL SCHLEICHER & SCHUELL CO., 116-118 W. 14 St., New York 11, N. Y.

SE-316 Radio, TV, Electronic Parts

Everything in Radio, TV, and Industrial Electronics, Catalog No. 131, 1953. This brand-new catalog by Allied Radio features an unusually large selection of radio parts and equipment for use in schools, classrooms, laboratories and shops. A number of training kits, test equipment, books and diagrams, parts and tubes and other Allied equipment are also listed. ALLIED RADIO CORP., 833 W. Jackson Blvd., Chicago 7, Ill.

SE-317 Darkening Shades

How Many of Your Classrooms Would One Set of Pakfolds Darken? A number of special shades for darkening are shown in this folder: the X-L Unit suitable for darkening wide glass expanses; the Draper Lite-Lock for laboratory rooms; the Sky-light Roller Shade; and Pakfolds—suitable for normal, wide or long windows. A copy of the folder may be obtained from LUTHER O. DRAPER SHADE CO., Spiceland, Ind.

SE-318 Light Suspended Ceiling Construction

Form UC-52. This new four-page bulletin describes all phases of use and installation of Sanymetal Utility Nailing Channel for light suspended ceiling construction. Diagrammatic mechanical drawings show use for installing kerfed acoustical tile

with and without building paper backing or with gypsum backing. THE SANY-METAL PRODUCTS CO., INC., SUSPENDED CEILING DIV., 2093 E. 19th St., Cleveland 15, Ohio.

SE-319 School Library Plans

Planning the School Library. This booklet contains actual plans and pictures of libraries of all types all over the country. Specifications and equipment are discussed completely. A consultant service offered by Remington Rand enables any school to obtain, without obligation or cost, plans and specifications suited to its special needs. REMINGTON RAND INC., 315 Fourth Ave., New York 10, N. Y.

SE-320 School Menus

Heinz Month at School. Model menus and recipes for an entire school month are available for free distribution to schools.

The 32-page booklet, designed to meet all requirements of the federal school lunch program, includes both "A" and "B" type recipes. All of the Type A luncheons can be made up for \$.25 or less. H. J. HEINZ CO., Food Service Center, Pittsburgh, Pa.

SE-321 Sash Maintenance

Trouble Free Sash Maintenance. Problems and suggested methods for the economical maintenance of steel and wood sash are outlined in this new, attractively illustrated bulletin. Subjects discussed include the importance of making buildings tight and draft-free before winter; a comparison of putty and mastic glazing for windows; the value of caulking openings between sash and masonry; samples of colors in glazing compound which does not require painting; methods of painting rusted sash without removing rust; and weathering of warped ventilators, etc. THE TREMCO MFG. CO., 8701 Kinsman Rd., Cleveland 4, Ohio

SE-48



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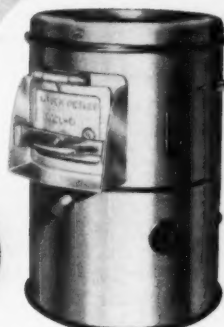
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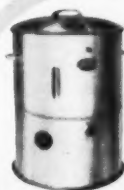
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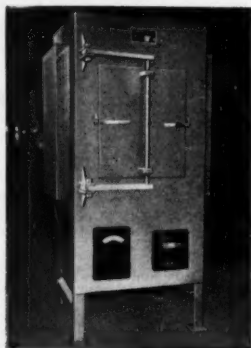
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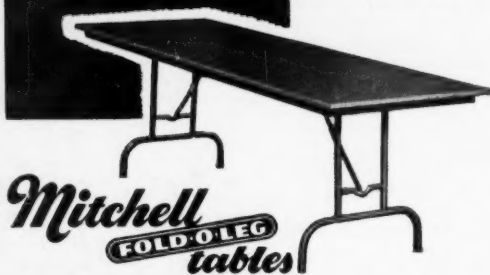
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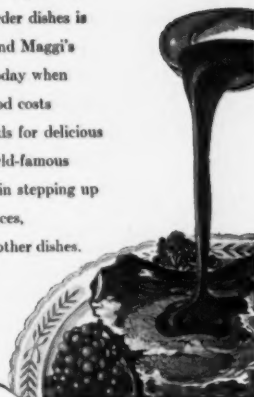
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SE-63

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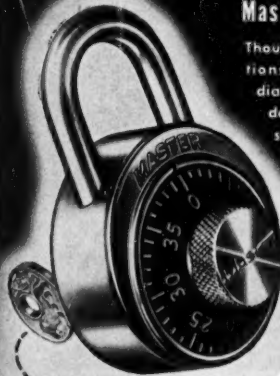
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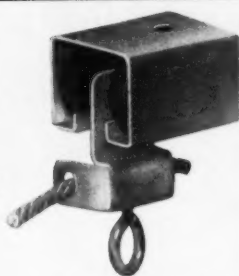
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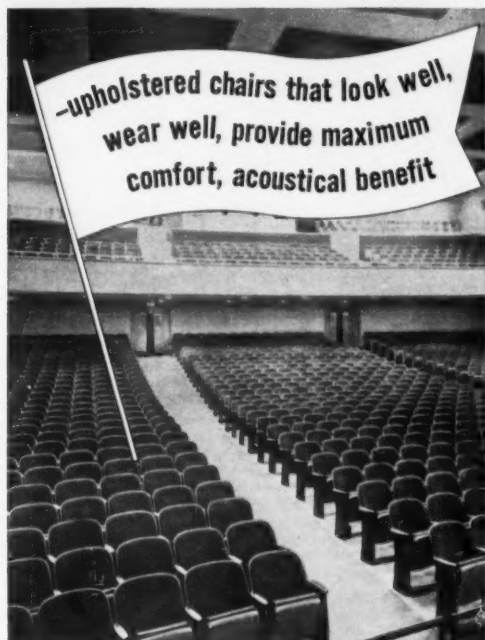
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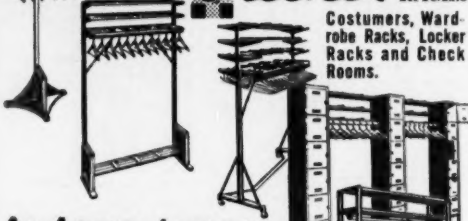
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School Equipment Index—December, 1952

This index covers products and services referred to in both advertisements and editorial reviews in this issue. To find a particular advertisement or editorial listing, consult the key (SE number) which precedes the listing, and which will also be found above the advertisement or listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below and mail it to us.

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- 2—Multi-Clean Method for Concrete Floors
- 3—Nesbitt Syncretizer With Wind-O-Line
- 4—Heinz Profit Plates
- 5—Heywood-Wakefield School Auditorium Seating
- 6—Duracote Fiberglass Coated Drapery Fabrics
- 7—Solar-Sturges Self-Closing Waste Receptacles
- 8—Mastic Tile Ma-Ti-Co Tile Flooring
- 9—Holophone's Book on Classroom Lighting
- 10—Wascolite Skydomes
- 11—Smithcraft Lighting Fluorescent Fixtures
- 12—Kimble Glass Insulux Fenestration System
- 13—Viewlex Combination Slide & Strip Film Projector
- 14—Johnson's Beautiflor Traffic Wax
- 15—Herman Nelson Classroom Heating & Ventilating
- 16—Johns-Manville Fibretone Acoustical Ceilings
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SE

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- 42—Revere Tape Recorder
- 43—Johnson Plastic Tops
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- 304—Society for Visual Education Holiday Color Filmstrip
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- 306—British Information Services Film on the Atom
- 307—Labor's Workers Education Bureau Labor Film Catalog
- 308—Society for Visual Education Film, Rudolph, the Reindeer
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December, 1952

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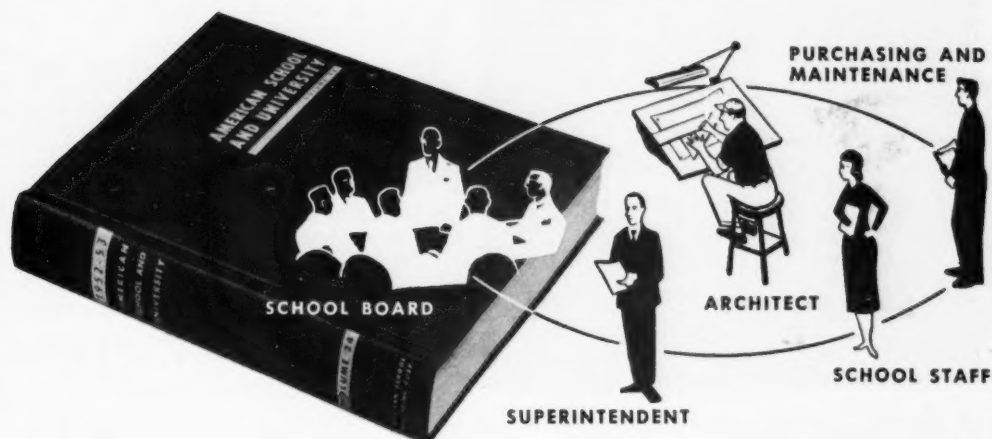
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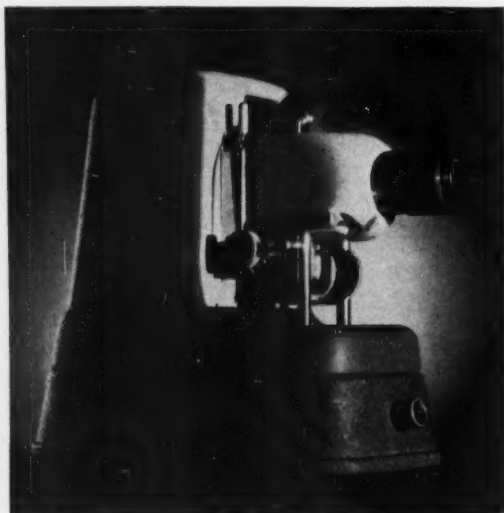
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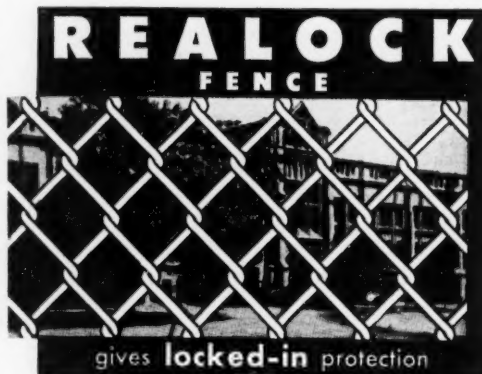
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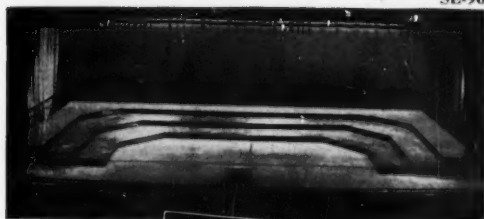
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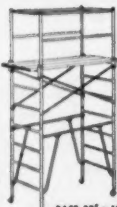
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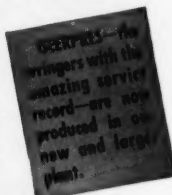
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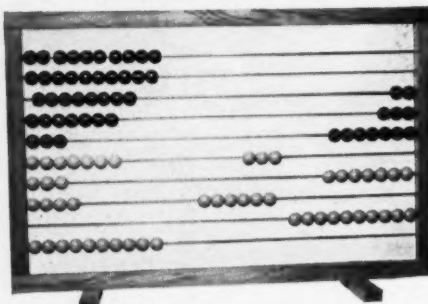
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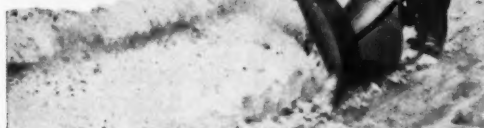
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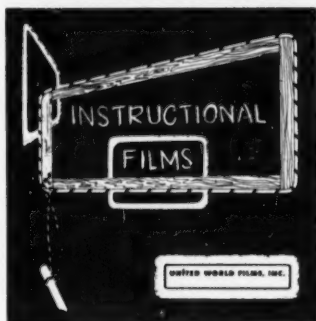
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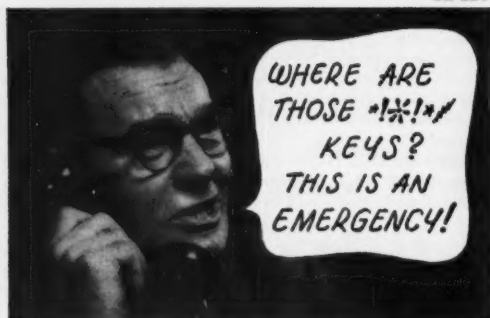
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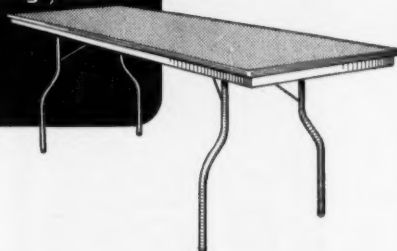
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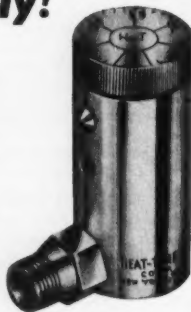
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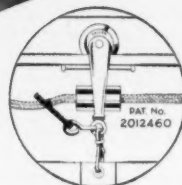
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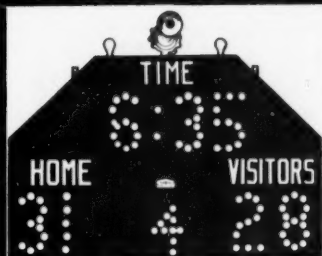
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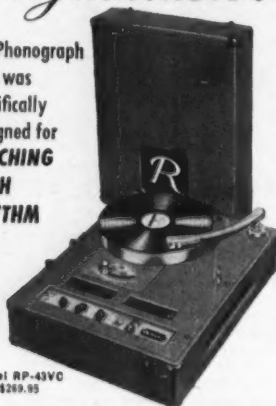


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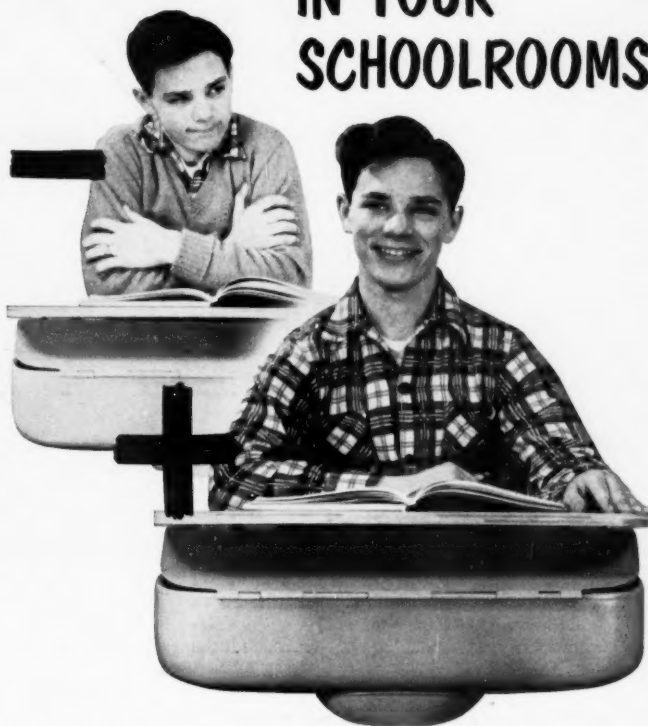
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PROVIDE A THERMAL BLANKET



The Syncretizer and Wind-o-line temper downdraft, raise it out of impression range, improve thermal balance.

GET ON THE PLUS SIDE OF **COMFORT** IN YOUR SCHOOLROOMS



THERMAL COMFORT in the schoolroom is more than a matter of maintaining the desired uniform classroom temperature. The human body finds comfort in a narrow range of atmospheric conditions in which neither heat loss nor heat production is excessive.

The radiant temperature differential of cold walls and windows, and especially the chilling effect of a cold window downdraft can *subtract* from the comfort indicated by the thermostat.

These important facts should be kept in mind while selecting schoolhouse heating and ventilating units—a lifetime investment in comfort.

The Nesbitt Syncretizer functions in accordance with today's knowledge. After heating up

the classroom to the desired temperature, the Syncretizer provides—all day long, without interruption in occupied rooms—a refreshing stream of tempered air, automatically controlled to keep the occupants within the comfort zone of thermal equilibrium.

This Nesbitt Thermal Blanket protects against the most inclement outdoor air. For, in cases where large window areas and frigid exposures will create a discomforting downdraft, Nesbitt Wind-o-line Radiation is integrated with the Syncretizer. Thus, a heat *gain* is made available where a heat *loss* is encountered—a natural law of thermostatics—and even the pupils near the windows are kept on the *plus* side of comfort.

NESBITT *Syncretizer* WITH WIND·O·LINE

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